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AUTHOR	Hallman, Clemens L.; Campbell, Anne E.
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ABSTRACT

The development and results of a program designed to meet the inservice educational needs of teachers of foreign languages in the elementary schools (FLES) and to coordinate with a previously developed preservice program are described. The 2-week summer institute for inservice teachers was designed to correspond in content and emphasis with the 1-semester preservice program; this program was found to be inconvenient to inservice teachers, since many teachers were unable to take university courses during the school year. The program development process consisted of two functional-collaborative meetings of state college and university educators, district and state foreign language supervisors, and FLES teachers; one interactive planning meeting was held. Support materials were selected and developed to help design and teach the summer institutes. These included a pre- and post-test for participants, a textbook, selected readings, videotapes, and videotape support material. The summer institute was offered at a number of state universities in June 1989. Comparison of pre- and post-test scores showed dramatic teacher gains at all institutes. Appended materials include agendas and minutes of the planning meetings, the pre- and post-test and answer key, the videotape support materials, state materials about elementary foreign language programs, the summary of a survey of FLES programs, and an ERIC newsletter on foreign language program development. (MSE)

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COORDINATION OF FOREIGN LANGUAGE TEACHER TRAINING: TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS

Final Report
DOE Grant #89031704
and
DOE Grant #89032301

Submitted November 1989

by

Clemens L. Hallman
Project Director

and

Anne E. Campbell
Research Associate

PROJECT FOR THE COORDINATION OF STATE UNIVERSITY FACULTY TO DEVELOP SUMMER INSTITUTES FOR THE TEACHING OF FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL (FLES)

FINAL REPORT

INTRODUCTION

July 1, 1988 certification coverage for all foreign languages changed from 7 - 12 to K - 12 levels. Prior to the change in certification, Dr. Clemens Hallman conducted an informal state-wide survey and found that there were no courses in foreign language methods in the elementary school (FLES)) offered at any teacher education institution in Florida. Only Dr. Ernest Frechette at Florida State University had a FLES methods course "on the books." Dr. Hallman had been offering FLES methodology and curriculum design as "special topics" courses at the University of Florida.

In 1988, the University of Forida was awarded a contract funded through the Florida State Department of Education. The purpose of that contract was to develop a syllabus that could be used by both university professors and district level supervisors to provide preservice and inservice training in the teaching of foreign languages in the elementary schools. The result was a comprehensive one-semester syllabus Methods of Teaching FLES (Foreign Languages in the Elementary Schools): A Course Syllabus (Hallman & Campbell, 1988).

PROBLEM

The one-semester focus of the FLES syllabus did not address the needs of in-service teachers, many of whom are unable to attend university courses during the year. Under the direction of Gabriel Valdes, the state foreign language consultant, the State Department of Education provided funds for the coordination of state foreign language teacher educators and state and district supervisors of foreign language teachers to develop a two-week course for FLES methods summer institutes. The institutes were to be offered in June of 1989 at seven of the State Universities and would provide the teachers with the knowledge and skills they would need to extend their teaching certification to include grades K - 6 and prepare them to teach foreign languages in the elementary elementary schools.

FUNCTIONAL-COLLABORATIVE PROJECT DESIGN

To develop a summer institute that truly reflected the concerns of the profession and that prepared teachers to effectively teach in FLES programs, a "functional-collaborative" curriculum design process developed by Dr. Clemens L. Hallman and Anne E. Campbell at the University of Florida was used. Two functional-collaborative meetings were held.

The meetings included state and college university educators, district and state foreign language supervisors, and FLES teachers. The purpose of the meetings included the following objectives:

1. Updating university faculty and district supervisors' knowledge and skills regarding the teaching of FLES.

2. Reaching agreement on the content of the new FLES summer institutes, including objectives, modified syllabus, bibliographies, clinical experience, delivery of training and evaluation.

3. Development and refinement of instructional media, such as videotapes, to be utilized as part of the course.

4. Follow-up activities, including participant and faculty evaluations of the delivery of the training and recommendations for future training and research.

First Meeting (May 7 - 9, 1989, Coral Gables, FL)

Twenty (20) educators attended the first meeting: 7 supervisors, 1 FLES teacher, 8 university foreign language teacher education professors representing seven of the state universities, the state foreign language consultant, 3 FLES graduate teaching associates, and the project director of research. Efforts were made to insure that participants represented the State geographically and that districts with the greatest number of FLES teachers and students were represented. All four of the above stated objectives were addressed at the first meeting (see Appendix A).

Second Meeting (June 1-3, 1989, Orlando, FL)

Fourteen (14) educators attended the second meeting: 3 supervisors, 2 FLES teachers, 6 university professors, 2 graduate FLES teaching associates, the state foreign language consultant, and the project director of research. Six people were unable to attend due to prior commitments. One parent from Orange County interested in starting a FLES program at her child's school also attended the meeting. Objectives 2 - 4 were addressed (see Appendix B).

Interactive Planning Meeting (June 5-6, 1989, Gainesville, FL)

In addition to the two functional-collaborative meetings, one interactive planning meeting was held June 5-6 at the University of Florida in Gainesville, FL. Three (3) FLES teachers--John Meros and Sylvia Amaya of Pinellas County and Melody Hoffstetter of Alachua County; Anne Campbell, FLES Project Curriculum Development Specialist; Gisela Ernst, FLES Project Research Assistant; and Clemens L. Hallman, FLES Project Director attended the meeting.

The three FLES teachers had been videotaped during the 1989 Spring semesters. The purpose of the interactive planning meeting was to review the videotapes and develop instructional materials for use with the tapes. All three teachers had received copies of video questionnaire forms A and B (see Appendix D). These forms were developed by Project participants during the two functional-collaborative meetings. The questionnaires were filled out by the teachers for each videotaped lesson.

In addition, the teachers brought copies of their lesson plans for the week each videotape was filmed. The lessons were included with the completed questionnaire forms A and B, copies of which were distributed for use in the 1989 FLES Summer Institutes.

Support Materials

Support materials were developed and selected to aid university and district course developers in designing and teaching the FLES summer institutes. During the 1988 project in which the initial syllabus was developed, several areas were identified for which course developers wanted support materials. These areas included child development, research and theory, information about the latest teaching methodologies, resources regarding elementary classroom management, and informtion about integrating FLES into the regular school program. In addition, the need for in-classroom videotapes of FLES teachers was identified.

Pre/Post Test. Project participants were asked to read the textbook and to prepare three to five questions for possible use on a pre-post test that would be given to all students in the FLES summer institutes. At the June 1 - 3 meeting, participants reviewed the questions and decided on a final pre-post test (see Appendix C).

Participants decided to give the same pre/post-test for the following reason. The question had been raised as to whether or not teachers participating in the summer institutes wuld be as well prepared as those who took a one-semester course. While the FLES instrructors felt that the teachers would be prepared, they wanted proof that the institutes had been successful. An objective pre/post test was agreed upon to measure the success of the institutes. The results of this test are reported in the **FLES Summer Institute Evaluation** section.

Textbook. Languages and Children - Making the Match: Foreign Languages Instruction in the Elementary School by Helena Anderson Curtain and Carol Ann Pesola (1988) was selected as the primary textbook for the institute. Copies of the book were provided for each of the participants. The textbook was the primary source used to develop the pre/post-test developed to evaluate the summer institutes.

Selected Readings. In addition to the textbook, selected articles were provided for the project participants. During the first meeting, participants reviewed the articles and organized them according to the topics identified in the FLES Syllabus (Hallman & Campbell, 1988).

Videotapes. A two-hour videotape of Tracy Terrell demonstrating the Natural Approach and tapes of FLES teachers from Alachua, Pinellas, and Dade counties and North Carolina were viewed by the project participants. Based on the participants suggestions, the tapes were edited for use in the summer institutes. Copies of five tapes were given to the people teaching the FLES summer institutes. Additionally, copies of activities developed to use with the tapes were shared.

Videotape Support Material. One of the problems when using videotapes is the lack of contextual information available to the viewer. Since the teacher isn't present when the tapes are viewed, questions about the teacher's objectives, prior lessons, classroom management, methodology and materials can't be asked.

To facilitate the use of the videotapes, project participants developed a questionnaire to give to teachers that were videotaped. The questionnaire was further divided into two questionnaires: one that provided general information about teaching context and one that provided lesson specific information. At the June 1 - 3 meeting, participants developed a questionnaire to be used when viewing the videotapes (see Appendix D).

Three of the FLES teachers came to the University of Florida to jointly view their videotapes. The tapes and lessons were discussed, and the teachers filled out the questionnaires developed by the project participants. Additionally, the teachers provided copies of their lesson plans. The completed questionnaires and lesson plans were copied and provided to the summer institute instructors.

Florida FLES Summer Institutes Evaluation

Pre- and Post-test. The test (Appendix C) is made up of 30 multiple-choice items. Items were selected from a pool of more than 150 items provided by different participants during the last collaborative/developmental FLES meeting in Orlando. All items were revised to determine if they measured the different objectives to be covered during the five FLES summer institutes. The pretest was administered during the first day of the summer institutes and the posttest, the last day.

Results. Results of the pre- and post-test are compared in Figure 1. They show a dramatic increase of scores in all five institutes. Although participants in these institutes began at different levels, Figure 1 shows the relative equivalence of scores reached in the posttest. Also included in the graph are the results from the Pinellas Summer Institute which was conducted in Spanish.

Insert Figure 1

Figures 2 and 3 present the scores obtained in the pretest and posttest at five FLES summer institutes. Overall, the posttest scores demonstrate the improvement made by the seventy-four participants.

Insert Figures 2 and 3

If we look the performance of all participants in the FLES summer institute on the pretest, we find the distribution of scores that appear in Figure 2. It is shown that 40 participants (47.3 percent) answered correctly more than half of the pretest without receiving instruction. The posttest distribution (shown in Figure 3) reveals that on the overall scores, 73 of the 74 participants (98.6 percent), responded correctly to more than half of the test after being part of an intensive FLES summer workshop.

Additional Materials

Appendix E contains information about the State of Florida's FLES programs. **Appendix F** contains the results of two national surveys: one compiled by Gladys Lipton and one by Rebecca Oxford and Nancy Rhodes.

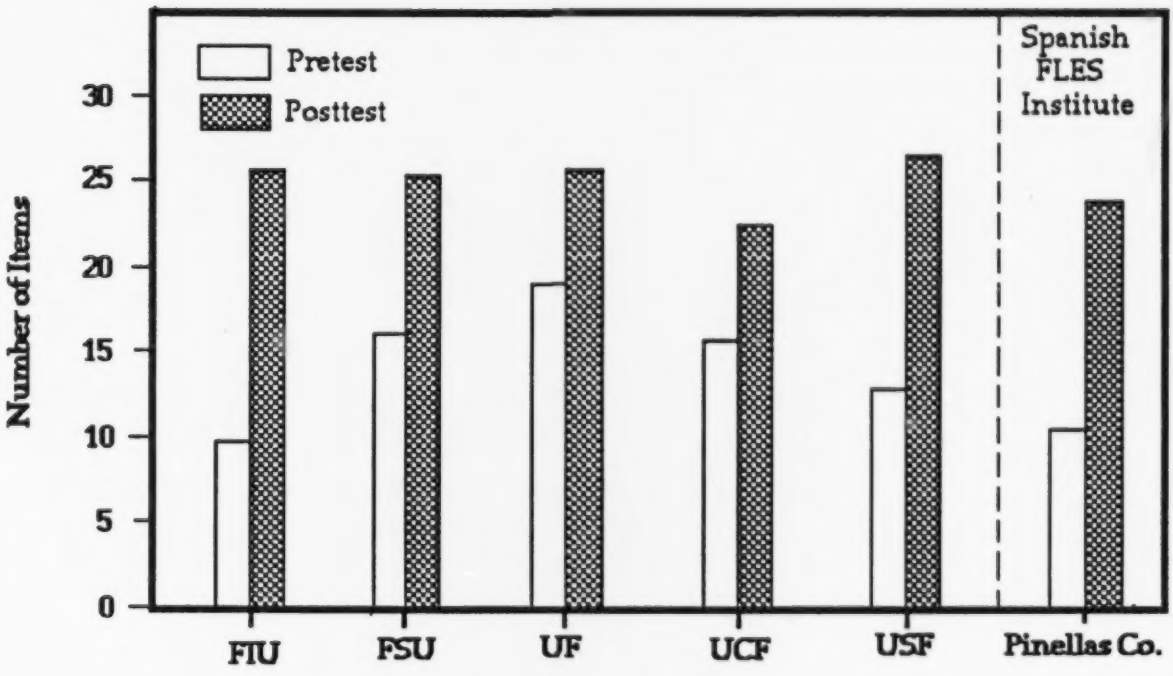

FIGURE 1
Distribution of Average Scores on the Pretest and Posttest by Institute

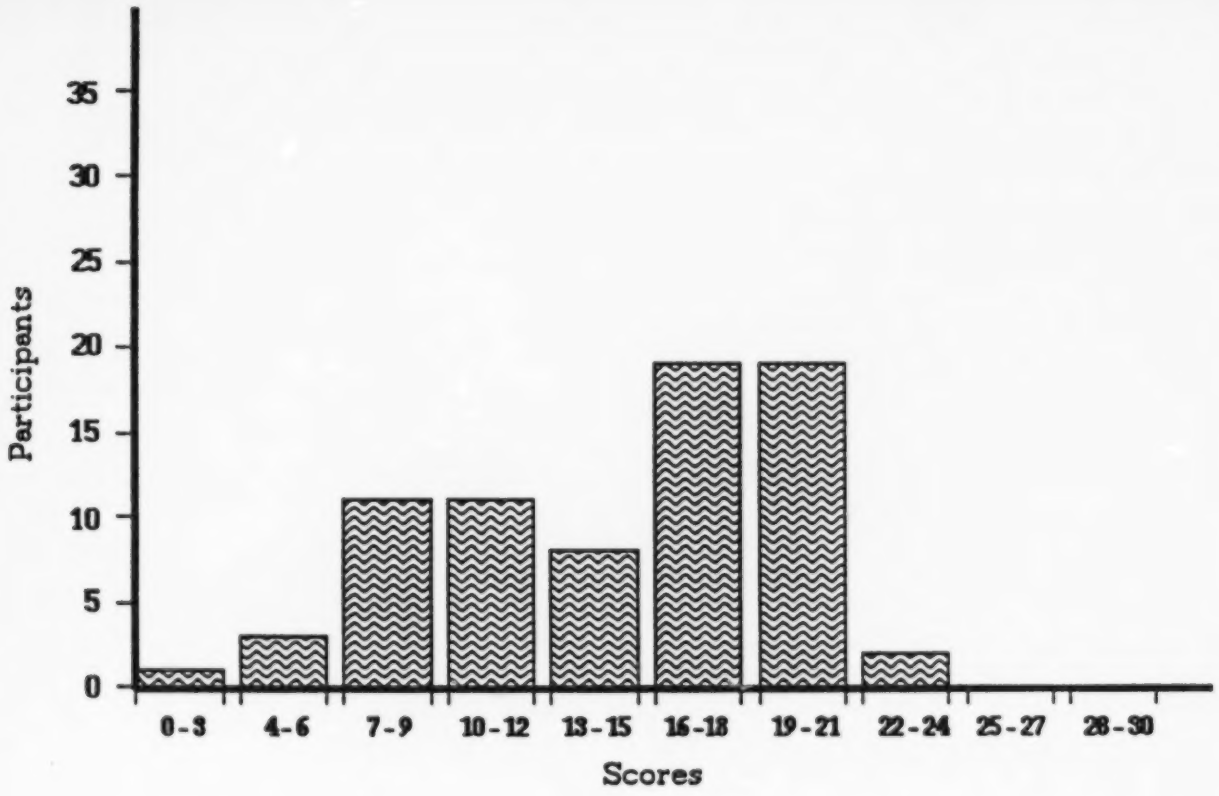

Figure 2
Distribution of Total Scores on the Pretest

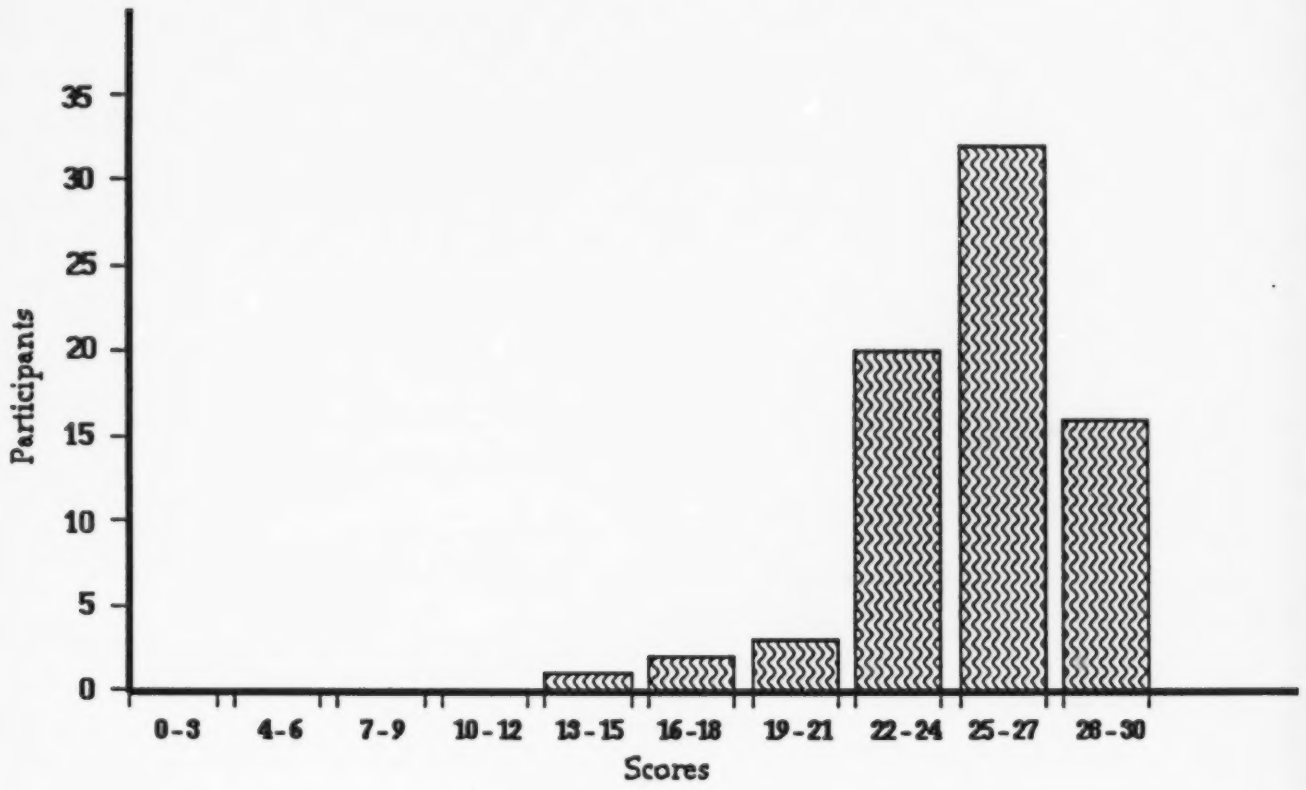

Figure 3
Distribution of Total Scores on the Posttest

APPENDIX A

FUNCTIONAL-COLLABORATIVE MEETING

May 7 - 9, 1989
Coral Gables, Florida

AGENDA
UF-FLES CONFERENCE
May 7 - 9, 1989
Coral Gables, FL

Sunday, May 7, 1989

7:00 - 9:00 p.m. **General Session**
"Overview of Conference Objectives"
Clemens Hallman and Anne Campbell

"FLES Update"
State level (Gabriel Valdes)
County level (All district supervisors)
University level (All IHE representatives)

Distribution of Conference Materials

Review of Monday's Agenda

Monday, May 8, 1989

9:00 - 10:30 a.m. **Small Group Sessions**
"Discussion and identification of objectives to be emphasized during the Summer Institutes"

10:30 - 10:45 a.m. **Break**

10:45 - 12:00 p.m. **General Session**
"Sharing of activities and materials"
"Correlation of materials with objectives"

12:00 - 1:30 p.m. **Lunch**

1:30 - 2:45 p.m. **General Session**
"Previewing of FLES Video tapes"
"Development of activities to use with tapes"

2:45 - 3:00 p.m. **Break**

3:00 - 4:30 p.m. **Continue Materials Development from General Session**
Sharing of activities
Pedagogical Overview
Richards & Rogers
ACTFL Annals
Terrell
TPR
Overview of Tuesday's Agenda

Monday, May 8, 1989 (cont.)

8:00 p.m. - ?	**Pedagogical Rap Session (optional)**

Tuesday, May 8, 1989

9:00 - 10:30 p.m.	**General Session** "Preview FLES methods videotape: Tracy Terrell" Discussion of tape and development of activities
10:30 - 10:45 p.m.	**Break**
10:45 - 12:00 p.m.	**General Session** "Finish sharing activities and materials"
12:00 - 1:30 p.m.	**Lunch**
1:30 - 2:45 p.m.	**Small Group Sessions** "Previewing of additional FLES Videotapes" "Selection of Activities and Materials"
2:45 - 3:00 p.m.	**General Session** "Summary of Conference" "Setting of Agenda and indetifying tasks for June meeting" "Assignment of Tasks

DISCUSSION AND IDENTIFICATION OF OBJECTIVES TO BE EMPHASIZED DURING THE SUMMER FLES INSTITUTES
Small Group Session
Coral Gables, May 1989

Group 1
Florida Atlantic University
Florida International University
Dade County
University of Miami

Group 2
Florida State University
Orange County
University of Central Florida

Group 3
University of Florida
Volusia County
University of South Florida

Each group approached the task in a different manner. The following are the findings and suggestions reported by the three groups in a general session following the small group discussions.

Group 1
Organized FLES topics and objectives according to their importance in the curriculum.

Reporter: Gilda Ashpal - Florida Atlantic University

Priority	Objectives		Definition	Activities
1	4		L2 techniques	Description Demonstration Practice
2	6	*	Classroom implementation	Curriculum: strength & weaknesses Lesson plans hands-on activities
3	3	*	L1 & L2 Development	How children think Compare & contrast how they learn L1 & L2
4	5	*	Integration w/ elementary school child development	** schedules & responsibilities
5	9		Culture	inherent to language, gestures, space, body language authentic dances, songs, artifacts, food, hands-on experiences
6	8		Contrast /compare target language to English	linguistic interference, help
7	7		Contrast/compare target language to other regional language aspects	Acceptance of different dialects
8,9	1,2		History of FLES, different FLES	Don't repeat the same mistakes

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* More priority needed for secondary teachers.
** Via small group activities.

Group 2
Arranged topics according to educational objectives and proposed a day-by-day topic outline.

Reporter: David Gurney - University of Central Florida

Generalities:
1. Mornings---------->Content
   Afternoons-------->Practice
2. 30 minutes a day for summary
3. Pre- and post-tests
4. S or U evaluation (no grades)

Day 1 Topics 1 and 2
Day 2 Topics 3 --> Emphasis on lingusitic aspects
Day 3 Topics 5 and 6 --> Introduction of FLES concepts.
Day 4 Topic 7 --> Better not to mix secondary and elementary FLES, FLEX with content areas.
Day 5 Topic 8 and Planning
Day 6 Planning actual lessons.
Day 7 Topic 9 --> Integrating culture
Day 8 Evaluation
Day 9 Topics 11, 12
Day 10 Anything left

Topic	Objectives
1	1
1	2
3,4	3
5,6	4
7	5,2
8	6
9	9
10	6
11	6
12	1

Group 3
Organized topics and objectives acording to four main areas. Suggestions given by this group included: testing FLES participants; sharing activities and materials during workshops; and, future publication and/or dissemination of information and materials.

Reporter: Gisela Ernst - University of Florida

Generalities:

Topics 1 & 2 ———> Introduction
Give in advance introductory materials so workshop participants can have some background knowledge.
Provide study questions to guide teachers in readings, but also request they formulate their own questions and report concerns and areas of interest.
Topics 3, 4, 5 ---> foundational
Objective 3 -------> topics 3, 4
Objective 4 -------> topics 5, 6
Topics 6, 7 ---> implementation
Look for how to integrate culture and linguistic elements and not for what they should teach (in some institutes they might be dealing with 3 or 4 languages so content is not that important).
Topics 8, 9, 10, 11 --> application
Objectives 7 & 8 should be part of 9
Topic 9 ---> stress on lesson plans
Give teachers the opportunity to do some hands-on activities in which language and culture are integrated;
Publishers can come during this time

Day 1 —> Light. Introduction to FLES; lesson plans, etc.
Organize break and lunch procedures (doughnuts, different foreign restaurants, etc.)
Day 2 —> Complete an activity that integrates language and culture
Days 9 and 10 —> Sharing activities so teachers can

People conducting summer institutes might want to share materials gathered; collection of activities (it can later become a book, handbook or go to ERIC).

Testing (broad questions):
Two-part test (2 different sheets):
Part A --> multiple choice (25 items)
Part B --> open-ended questions (25 items)
Multiple choice questions can be used as study guides

APPENDIX B

FUNCTIONAL COLABORATIVE MEETING

June 1-3, 1989
Orlando, Florida

AGENDA
UF - FLES

Florida FLES Summer Institute
Collaborative/Developmental Planning Meeting
Orlando, FL
June 1-3, 1989

Thursday, June 1, 1989

7:00 - 9:00 p.m.

Progress Report and Sharing Session:

Purpose: To share how each FLES Summer Institute is developing. Please bring an outline or syllabus to share. Focus: Look at similarities and differences in how we have designed the Institutes to meet the needs of our participants and discuss in general what we will be doing.

1. **Chris Grosse, Ann Barnacle & Arnhilda Badia**
2. **Carine Feyton**
3. **Denise Mesa & Gabriel Valdes**
4. **Gilda Ashpal**
5. **Dave Gurney**
6. **Milla Bayuk**
7. **Ernie Frechette**
8. **Clem Hallman & Anne Campbell**

Friday, June 2, 1989

9:00 - 10:15 a.m. **Small Group Session**
"Discussion and Indentificaton of Pre/Post Test Items for Summer Institutes"

Purpose: Using test items people--Clem, Ernie, Dave, Gerda, and Gilda--have developed, decide on the items we want to use for the common Institute pre/post test.

10:15 - 10:30 a.m. **Break**

10:30 a.m. - 12:00 p.m. **General Session**

- **Small Group Reports of Small Group Discussion**
- **Large Group Finalizing of Pre/Post test**
- **Sharing of ideas about testing in general and its place in the Summer Institute**
- **Discussion of Alternative Ways of Assessing Participant Learning**

Friday, June 2, 1989 (continued)

12:00 - 1:00 p.m.	Lunch
1:30 - 2:45 p.m.	Sharing of Activities Representatives from each FLES Summer Institute will have 30 minutes to share activities. Purpose: To build our repertoire of resources and to get feedback on the activities we have developed.
2:45 - 3:00 p.m.	Break
3:00 - 4:30 p.m.	Sharing of activities (continued)

Saturday, June 3, 1989

9:00 - 10:15 a.m.	General Session: Preview Videotapes Purpose: Discuss use of videotapes and develop activities to use with videotapes
10:15 - 10:30	Break
10:30 a.m. - 12:00 p.m.	Finish Previewing Videotapes - Discuss activities developed in previous session - Share any activities from Friday
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00 p.m.	Wrap-up

TENTATIVE SCHEDULE OF TOPICS FOR FLES SUMMER INSTITUTES

This topic outline summarizes the work reported by particpants during the the third collaborative/developmental meeting at Coral Gables.

GENERALITIES:

Getting Ready
- Give basic reading materials in advance so teachers can have some background knowledge before the course begins.

Daily Meetings
- Mornings -----> Content
- Afternoons ---> Practice
- 30 minutes a day for summary
- Study questions to guide teachers with reading materials
- Questions formulated by teachers that reflect their concerns, needs or areas of interest

Evaluation
- Pre- and post-tests
- Broad questions
- Two-part test (2 different sheets)
  - Part A --> multiple choice (25 items)
  - Part B --> open-ended questions (25 items)
  - Note: Multiple choice questions can be used as study guides
- S or U evaluation (no grades)

Wrapping Up
- People conducting summer institutes might want to share materials gathered (lesson plans, activities, articles, tapes, etc.). These materials can be later organized into a handbook, book or go to ERIC.

DAY 1 TOPIC 1[1]

History of FLES in the United States

FLES Programs: FLES, FLEX, Immersion

Rationale

Objectives

---

[1] Topics 1 and 2 represent an introduction;
Topics 3, 4 and 5 give some of the foundations;
Topics 6 and 7 refer mainly to implementation; and
Topics 8, 9, 10 and 11 are geared towards application.

Administration
Current Trends and Issues

TOPIC 2

FLES Theory, Research and Findings

What Research Says
Effects of FLES on Later Language Learning
Effects of FLES on the Development of General Cognitive Skills
Effects of FLES on the Development of Multicultural Awareness

Objective:

- Develop an understanding of and appreciation for the historical influences that have affected the teaching of FLES in the United States.
- Develop an understanding of the differences in underlying theories, curriculum design, and program content between Foreign Language Experience (FLEX), Foreign Language in the Elementary School (FLES), FLES through content areas, and Immersion programs.

DAY 2 TOPIC 3

Growth and Development in Children

Linguistic
Language Learning
Language Acquisition
First Language
Second Language
Psychological
Developmental Theories
Cognitive Development
Affective Development
Social

Objective:

- Develop an understanding of first language development and its relation to second language learning in childhood.

DAY 3 TOPIC 5

Developing and Integrating Language Skills in the FLES Curriculum

Listening
Speaking
Reading
Writing
Grammar

TOPIC 6

Applying Second Language Teaching Methods to the FLES Classroom

Analysis of 10 Seconds Language Teaching Methods

Applicability of Methods to FLES Programs
Applicability of Methods to Different Elementary Grades

Objective:

- Develop ability to apply second language teaching techniques to the FLES classroom.

DAY 4 TOPIC 7

Integrating Foreign Language Teaching with the Elementary Grades
Elementary School Principles and Practices
Child Development
Child Learning
Management Strategies in the Elementary Classroom
Objectives and Organization of the Elementary School Curricula
Teaching Content Areas through FLES
Language Arts
Social Studies
Science
Art
Music
Math

Objective:

- Develop an understanding of the differences in underlying theories, curriculum design, and program content between Foreign Language Experience (FLEX), Foreign Language in the Elementary School (FLES), FLES through content areas, and Immersion programs.
- Develop knowledge of elementary school principles and practices--knowledge of child development, child management, and child learning, curriculum development and implementation, and the ability to apply such knowledge to foreign language education in the elementary school.

DAY 5 TOPIC 8

Implementing a FLES Curriculum: Issues and Considerations
Planning the FLES Program
Setting Realistic Expectations
Objectives
Time: Per Week and Per Class
Selecting Students
Sequence
Articulation
Place of FLES in the School and the Foreign Language Curriculum
Public Relations
Administration
Teachers
Parents

Classroom Management
Whose Classroom is it Anyway?
Management in the Elementary Grades

PLANNING

Objective:
- Identify and discuss problems and issues related to the design, implementation and evaluation of FLES programs.

DAY 6 PLANNING ACTUAL LESSONS

DAY 7 TOPIC 9
Integrating Culture in the FLES Curriculum
Selecting Aspects of the Culture of Target Language Countries
Appropriate for use in FLES Programs
Holidays
Foods
Folklore
Music
Art
History
Customs and Values
Geography
Current Events
Developing Culture Lessons as Separate Activities
Integrating Culture Components into all Aspects of the FLES Curriculum
Working with Other Teachers to Integrate Culture Activities in the Regular School Curriculum

Objective:
- Develop the ability to integrate cultural and linguistic aspects of the target language into the curriculum.

DAY 8 EVALUATION

DAY 9 TOPIC 11
Planning for the Unexpected
Problems in Implementing a FLES Program
Guidelines to a Successful FLES Program
For Teachers
For Administrators
For Parents

TOPIC 12

FLES Teacher as Professional

Qualities
National Organizations
Networking

Objective:

- Identify and discuss problems and issues related to the design, implementation and evaluation of FLES programs.
- Develop an understanding of and appreciation for the historical influences that have affected the teaching of FLES in the United States.

DAY 10 ANYTHING LEFT

APPENDIX C

PRE/POST TEST

Name_____

Date_____

FLORIDA TEACHER TRAINING INSTITUTES

FOR TEACHERS OF

FOREIGN LANGUAGES IN

THE ELEMENTARY SCHOOLS

(F L E S)

June 1989

Florida Atlantic University
Florida International University
Florida State University
University of Florida
University of Central Florida
University of South Florida

Dade County Public Schools
Pinellas County Public Schools

Name_____

1. As contrasted with FLES programs in the 1960's, contemporary programs are based on:

   a. behaviorist learning theory
   b. contrastive linguistics
   c. Krashen's developmental stages
   d. acquisition vs. learning hypothesis

2. The following goals are most commonly found in (select one) : Master the content taught in the foreign language and to become functionally proficient in the foreign language

   a. Immersion
   b. FLES
   c. FLEX
   d. Sheltered

3. The following two developmental stages normally occur during the elementary school years:

   a. sensory-motor and preoperational thought
   b. concrete and preoperational thought
   c. formal and concrete
   d. concrete and sensory-motor

4. Research results indicate that students in early immersion programs perform as (select one) their English only educated peers on tests of achievement in English.

   a. about the same
   b. as well or better
   c. worse but close
   d. depends on the foreign language

5. As FLES programs are designed to optimal effectiveness, they are characterized by the following principles:

   a. grammar focuses on form
   b. communication motivates all language use
   c. pupils learn better than adults
   d. non-informational gaps exist

6. The following is a characteristic of the relationship between language teaching and content teaching:

   a. language teaching <u>by</u> content teaching in which the focus is the content
   b. language teaching <u>with</u> content teaching in which the focus is on teaching both language and content
   c. language teaching <u>for</u> content teaching, in which students learn the specific language needed for sucess in subject areas
   d. all of the above

Name_____

7. Useful techniques for content based instruction include:

   a. a pre-silent period
   b. separate holistic instruction
   c. thematic webbing
   d. cognitive-functional strategies

8. An instruction approach that stresses language acquisition is:

   a. TPR
   b. Suggestopedia
   c. Natural Approach
   d. all of the above

9. Culture, as a foreign language objective should be:

   a. taught by games
   b. taught frequently
   c. integrated with content
   d. taught by "twinning"

10. The following activities are based on the "input hypothesis":

   a. TPR commands
   b. cognitive mapping
   c. affective puzzle
   d. none of the above

11. The following approach seeks to "bind" new vocabulary by providing experiences and associations with the words in a meaningful context:

   a. The Gouin
   b. The Natural
   c. The Audiolingual
   d. The Silent Way

12. The following professional organization is most likely to help you develop oral proficiency standards for a FLES program:

   a. NEA
   b. ACTFL
   c. FSI
   d. NCFLIS

13. The following question is related to first language development and second language learning. Select the most appropriate statement.

   a. During the age period 7-17 the child develops the ability to apply logical thought to concrete problems.
   b. The thinking skills of most elementary school children are at the concrete stage and experience plays a major role in all learning.
   c. Students in grades 3, 4, and 5 begin to understand cause and effect.
   d. All of the above.

Name_____

14. Elementary school foreign language teachers need:

    a. a historical perspective
    b. an understanding of developmental characteristics
    c. an understanding of first language development
    d. all of the above

15. The following are good examples of good room arrangements for a FLES class:

    a. every student has a tape recorder on his/her desk
    b. high traffic areas are free of congestion
    c. student desks face major instructional areas
    d. b and c
    e. a and b

16. The Total Physical Response (TPR) approach is based on:

    a. the listening skill is far in advance of speaking
    b. the listening skill is acquired
    c. the listening may produce a "readiness" to speak
    d. all of the above
    e. a and b

17. According to Cummins, tasks involving language use can be classified in four categories. FLES teachers should aim at:

    a. cognitively undemanding and context embedded
    b. cognitively demanding and context embedded
    c. cognitively undemanding and context reduced
    d. cognitively demanding and context reduced

18. The following are examples for FLES content-based instruction in grade five:
    a. estimate measure with reasonable accuracy
    b. identify metric measures and equivalencies
    c. adapt data for standard deviations
    d. none of the above

19. The following are examples of (select one) instruction:
    sing songs that include color, tell a story in which the color green has a prominent role, use pictures of food that are green in color

    a. semantic mapping
    b. internal semantics
    c. thematic webbing
    d. all of the above

20. "Language ladders" are similar to:
    a. registers
    b. passwords
    c. social-affective strategies
    d. target climbing

Name_____

21. "Command chairs" include:

    a. giving teams a pile of clothing on chairs
    b. sending children all over the room and taking a chair
    c. placing laminated colored numbers on the command chair
    d. none of the above

22. Good examples of FLES student evaluations include:

    a. discrete-point
    b. achievement-point
    c. carrying out commands
    d. dialog recitations

23. Goals for cultural instruction include the daily integration of language and culture. Cultural goals for foreign language teachers have been identified by:

    a. Whorf
    b. Valdes
    c. Seelye
    d. Castor

24. The acronym FLEX stands for:

    a. Foreign Language Exchange programs
    b. Foreign Languages for the Exceptional students
    c. Foreign Languages Extracurricular programs
    d. Foreign Language Exploratory or Experiences programs

25. Providing for frequent listening periods in foreign language instruction is consistent with the following:

    a. Students can listen for meaning rather than for immediate speaking tasks.
    b. Extended listening prepares children to respond in a communicative versus an imitative way.
    c. Traditional elementary programs require much listening for content, directions, etc.
    d. Listening periods, as rest periods, maintain good classroom management after oral use of language.
    e. a and c

26. The central role of the teacher is:

    a. To make sure that the grammatical focus and memorization are characteristics of their program.
    b. To develop meaningful communication in the context of a holistic approach to learning.
    c. To teach language appropriate for achieving academic proficiency.
    d. To teach reading using the bottom-up approach.

Name_____

27. Historically, which one of the following statements has affected the teaching of FLES in the U.S.?

    a. Concern for the improvement of Latin American understanding in the 1940s.
    b. Public awareness of the value of foreign language education caused by Sputnik.
    c. The national sense of urgency for foreign language programs.
    d. All of the above.

28. For a program of student achievement testing to be congruent with the teacher's goals and the children's needs, select the appropriate guideline below.

    a. Use the test as an opportunity for children to discover how much they still have to learn.
    b. Test what has been taught in the way it has been taught.
    c. Each test objective should be graded according to the weight of its importance.
    d. The best source of ideas for test items are publisher's catalogues.

29. Classroom management has to do with:
    a. Arranging the physical setting.
    b. Decisions made regarding furniture, A-V equipment, display material, storage, and the teacher's personal touches.
    c. Ensuring that students can easily be seen by the teacher.
    d. All of the above.

30. Which factors contributed to the failures of FLES programs?

    a. Unrealistic goals and expectations
    b. Lack of teacher training
    c. Lack of articulation
    d. Lack of integration with school curriculum
    e. All of the above

FLORIDA TEACHER TRAINING INSTITUTES
FOR TEACHERS OF
FOREIGN LANGUAGES IN
THE ELEMENTARY SCHOOLS
(F L E S)
June 1989

KEY
PRE- and POST-TEST

1. d
2. a
3. b
4. b
5. b
6. d
7. c
8. d
9. c
10. a
11. b
12. b
13. d
14. d
15. d
16. d
17. a
18. a
19. c
20. b
21. b
22. c
23. c
24. d
25. e
26. b
27. d
28. b
29. d
30. e

FLORIDA TEACHER TRAINING INSTITUTES
TEACHERS OF FOREIGN LANGUAGES IN
THE ELEMENTARY SCHOOLS (F L E S)
June 1989

ANSWER SHEET
PRE- and POST-TEST

(Circle the appropriate answer)

1.	a	b	c	d	e	11.	a	b	c	d	e	21.	a	b	c	d	e
2.	a	b	c	d	e	12.	a	b	c	d	e	22.	a	b	c	d	e
3.	a	b	c	d	e	13.	a	b	c	d	e	23.	a	b	c	d	e
4.	a	b	c	d	e	14.	a	b	c	d	e	24.	a	b	c	d	e
5.	a	b	c	d	e	15.	a	b	c	d	e	25.	a	b	c	d	e
6.	a	b	c	d	e	16.	a	b	c	d	e	26.	a	b	c	d	e
7.	a	b	c	d	e	17.	a	b	c	d	e	27.	a	b	c	d	e
8.	a	b	c	d	e	18.	a	b	c	d	e	28.	a	b	c	d	e
9.	a	b	c	d	e	19.	a	b	c	d	e	29.	a	b	c	d	e
10.	a	b	c	d	e	20.	a	b	c	d	e	30.	a	b	c	d	e

TOTAL CORRECT _____

General Information:

1. What grade level are you currently teaching (Circle all that apply):

   K - 5 6-8 9-12 Adult

2. What level and subject area(s) are you certified in?

3. If you are currently teaching a foreign language(s), what language(s) are you currently teaching?

APPENDIX D

VIDEOTAPE
SUPPORT MATERIALS

SET OF QUESTIONS FOR FLES TEACHERS

(To be used as background information to view videotapes.)

Form A

GENERAL INFORMATION

FLES Teacher_____ School_____

Grade_____ Date_____

1. Do you have your own classroom? ____YES ____NO

   If yes, please draw a map of it.

   If no, please draw a map of your "ideal" FLES classroom.

2. If you do not have your own classroom, is there a specific area in the classroom that is just for FLES? _____

3. Do you display students' work? ____YES ____NO

   If yes, where and how? _____

   ---

4. Most of the materials in your FLES classroom are: (Estimate the percentage of each.)

   ____teacher-produced

   ____professionally developed

   ____borrowed from other FLES teachers

   ____borrowed from parents or friends

   ____other (please specify)

5. What textbook and/or workbook do you use (please specify series, title, and level if appropriate)? _____

6. What is your reaction to the text/s? _____

---

7. Who selected the text/s? _____

8. What type of interaction patterns do you use the most? (Estimate the percentage of each type.)

____teacher/student
____student/teacher
____student/student

9. What type of classroom arrangement do you prefer? (Mark one)

____small groups
____pair work
____whole group
____individual work

Why? _____

---

10. In which circumstances do you use students' native language in your classroom?

---

11. In which circumstances do you use students' target language in your classroom?

---

12. What do you do when you have students with either little or no background in the target language?

---

13. What are some of the typical rules and procedures for students' behavior in your FLES classroom?

---

14. Briefly describe some of the main classroom activities you use to establish rules and procedures during the first three or four weeks of the school year.

---

15. How are they similar or different from those of the homeroom teacher?

---

16. What do you consider inappropriate behavior?

---

17. How do you manage inappropriate behavior in your FLES classroom?

---

18. Do you usually assign homework? How much?

---

19. How does the content of the FLES program fit within the general school curriculum for this particular grade level?

---

20. In your FLES classroom, how much emphasis do you give to the following groups of skills? (Estimate the percentage of each group.)

____listening
____speaking
____reading
____writing
____grammar

21. Briefly describe what methods do you use to evaluate student performance.

---

22. Is the homeroom teacher generally present while you teach? _____

23. How many contact hours per week do you have with this group of students?

---

24. List some of the "typical" activities that take place in this FLES classroom.

1._____ 5._____
2._____ 6._____
3._____ 7._____
4._____ 8._____

25. How many students do you teach a week? _____

THANK YOU!

SET OF QUESTIONS FOR FLES TEACHERS

(To be used as background information to view videotapes.)

Form B

LESSON SPECIFIC

Date of Tape _____ Time_____ Grade____ School _____
FLES Teacher_____ Lesson _____

1. What happened in the immediate scene before the scene taped?

   ---

2. What happened in the immediate scene after the scene taped?

   ---

3. What time of the day (period) does this lesson take place? _____

4. Was the homeroom teacher present? ____YES ____NO

5. Did students behave as expected during the lesson? ____YES ____NO
   If no, at what point was behavior unexpected? (Describe the behavior.)

   ---

6. What were the general objectives or goals for this particular lesson/activity.

   ---

7. What new words or concepts (if any) were introduced during this lesson/activity?

   ---

8. Most of the materials used in this particular lesson/activity are: (Mark one)
   ____teacher-produced
   ____professionally developed
   ____borrowed from other FLES teachers
   ____borrowed from parents or friends

9. On a scale of 1 to 7, how would you rate this lesson?
   Excellent 1 2 3 4 5 6 7 Poor

10. What are some of the salient points of contrast between what the viewer can see in this tape and what happens other times in the same kind of activity/lesson?

    ---

11. Did the presence of the camera and/or camera person affect the "normal" development of activities? (Explain.)

    ---

12. Did you have a microphone attached to your body or very close you?_____

13. Please write any information or comment you consider will help those viewing a tape of your FLES classroom.

    ---

14. If available, please attach both the lesson plan for this lesson/activity and the weekly plan or unit in which this particular lesson is immersed.

THANK YOU!

Form C
Guidelines for Video Viewing

This instrument provides those observing FLES classroom videos an organized way of recording and reviewing events. This form was developed to allow workshop participants to separate, emphasize and classify the events and processes as they observed FLES classrom videos.

Form C

GUIDELINES FORVIDEO VIEWING

FLES Teacher_____Grade_____Date_____

OBSERVED LESSON

OPENING (warm up): _____

Objectives	Materials	Activities (time allotted)	Comments
Evaluation:			

Closure (summary): _____

Overall rating for lesson (circle one).

(Excellent) 7 6 5 4 3 2 1 (Poor)

I. Examination of Lesson/Classroom Management (circle one).

1. Did the lesson start on time? YES NO
2. Was there a flow from one activity to another? YES NO
3. Were students on task? YES NO

If not, describe_____

_____

4. Did teacher attempt to redirect off-task behavior? YES NO

If yes, describe_____

_____

5. Were directions: ____specific? ____concise?
6. Were questions: ____clear? ____specific?

II. Instructional Strategies (check the appropriate answer/s).

7. ____small group ____pair work
____individual work ____whole group activity

8. ___teacher/student
___student/teacher
___student/student

III. Physical Arrangement

9. Children were seated: ____on floor ____at desks
10. Were learning centers used? YES NO

IV. Teacher Performance

12. Maintains eye contact YES NO
13. Circulates around room YES NO
14. Use of appropriate body language/gestures YES NO
15. Irritating movement/gestures YES NO
16. Clear voice, etc. YES NO
17. Enthusiastic YES NO
18. Motivates students YES NO
19. Specific praise YES NO
20. Varied praise YES NO

21. Error correction (check all applicable):

____immediate
____every mistake
____self correction
____peer correction
____ignore
____other

V. Overall Evaluation

22. What did you like BEST?_____
_____

23. What did you like LEAST?_____
_____

APPENDIX E

STATE MATERIALS

FOREIGN LANGUAGE IN ELEMENTARY SCHOOL PROGRAM IN THE STATE OF FLORIDA 1988-89

REPORT

The Foreign Language in Elementary Schools (FLES) program provides funds for foreign language instruction in elementary schools. It started in school year 1982-83. Local school districts match state funds on a one-to-one basis for this program.

Twenty-seven school districts are participating in the FLES program in the state of Florida this school year. Spanish is the language taught in most of the programs. One school district is teaching French another district is teaching German and another one Latin. There are approximately 194 teachers and 60,000 students involved in the program, which is implemented in 225 public and 24 private schools throughout the state. These are only the teachers and students included in the State's FLES program. There are more participating in FLES programs with local funds only.

The FLES program has been considered a pilot program since its creation. In school year 1988-89 participation was again open to all school districts. The planning and implementation of the programs is left to school districts' decision, with few programmatic issues addressed by the state. These issues are included in the following criteria:

1. That the program is designed to provide instruction in foreign languages to English-Speaking students.

2. That the instructional delivery method, the frequency and intensity of instruction, and the instructional materials are consistent with basic principles of human growth and development.

3. That the program is integrated into the school district's scope and sequence for foreign language instruction.

4. That the instructional program is delivered by teachers certified in the language(s) of instruction or by teachers certified in elementary education with proficiency in the language(s) of instruction.

There are also private schools served by the program located in the school districts of Brevard, Broward, Duval, Orange, Palm Beach and Sarasota counties. Most of the services received by the private schools consist of textbooks, materials, and participation in inservice activities. Occasionally a school district may hire a teacher to serve the private schools, but these schools usually match funds by hiring their teachers.

In the following section of this report, a brief description of each program will be made. This description will include the language(s) of instruction and the patterns and methods of instruction. Some special characteristics of each program will also be described.

Alachua County--Spanish is offered to all students in grades K-5 in two elementary schools. Instruction is delivered to total class groups by grade levels, following a language development program integrated into the total school curriculum. Students in grades K-1 receive 20 minutes of instruction twice a week, and students in grades 2-5 receive 30 minutes of instruction also twice a week. A combination of total physical response and an audiovisual approach is used as methods for instruction. The objectives of the program are to integrate the regular elementary curriculum into foreign language learning; to develop speaking and listening skills, and to a lesser degree, reading and writing skills in Spanish; to promote cultural awareness and cross-cultural understanding; to identify the importance of the Hispanic culture in Florida; and to improve parental participation in the school program. A teachers' survey helps determine if the program meets objectives; and a questionnaire, sent home once a year, addresses parental concerns for the program.

Baker County--Spanish is offered in two elementary schools, K-5. All kindergarten to fifth grade students in the school districts, approximately 1,800, are served by the program. The instructional delivery method is total class. Two teachers serve as instructors for the program. Classes are offered 50 minutes daily to each student on a six week rotation. The program objectives include that the student develop an appreciation for another language and culture, be able to count in Spanish and participate in simple conversation, learn songs and poems in Spanish, and achieve program plans as set down in the Spanish Curriculum Guide.

Brevard County--Spanish is taught in an after school program to 3rd, 4th, 5th and 6th graders. The program is offered in 17 elementary schools, in 24 sections, to 600 students. Students select to attend the program on a voluntary basis. Instruction is provided two or three days a week for 45 minutes each class period. Fifth and sixth graders are given priority for registration. Fourth and third graders are admitted in the program if there is space in the classes. Private schools in the program may participate by sending their students to the after school program.

Broward County--Spanish is taught in six elementary schools in grades K-5. All students in total class groups receive instruction twice a week. Students in kindergarten and first grades receive 20 minutes of instruction per period. Students in second through fifth grades receive 30 minute periods. The program "Saludos" developed by the school district is being used. A research study is being conducted to assess if there is any difference in language achievement between students using the program with the assistance of a teacher certified or proficient in the language and students receiving the program in its original format with the regular classroom teacher. Ten private schools are using the "Saludos" programs with approaches to instruction decided by these elementary schools.

Columbia County--German instruction in the elementary schools is integrated into the curriculum through the gifted program, the kindgerten center program, and the K-8 program at Ft. White Elementary School. All students in the elementary gifted program receive instruction, as well as all kindergarten students. Students in grades K-4 in Ft. White receive instruction. Classes range from 20 to 35 minutes, once a week, depending on the grade level.

The goal of the program is to develop skills in identifying the similarities and differences in languages. Emphasis is placed upon learning words and phrases, as well as the distinguishing features of the language. The instructor uses German music and songs to motivate the students to learn about the language. Instruction in German is also offered in the junior high gifted program.

Dade County--Spanish is taught in grades two and three to 16,000 students as part of the state's program. The schedule of instruction is 30 minutes daily. The program is part of the basic sequence of linguistic content of the full K-6 Spanish as a Second Language program. This sequence is set forth in the county-wide growth level expectancies for this program. Articulation is provided with the secondary program. The focus of the program is on the development of functional communication skills. Instruction emphasizes oral use of the language in everyday childhood experiences, developing skills within contexts which build understanding of Hispanic cultures. These skills reinforce development of cognitive and affective skills. Reading and writing are introduced as students gain mastery over the sounds, structures and vocabulary of the instructional program. Most of the materials in the program are school district produced. The evaluation of the program consists of achievement tests administered every nine weeks. The tests have been validated for the program. Inservice training sponsored by the Teacher Education Center is offered annually to the teachers involved in the program.

Duval County--Academically talented sixth grade students are selected from four sixth grade centers based on interest and parental permission. The program is implemented at four schools, as a component of the language arts program, for approximately 50 students per school. One itinerant teacher provides intensive Latin instruction at the four schools for two or three 30-minute periods per school each day. This teacher also serves as a resource teacher by teaming with reading/language arts teachers at the four schools. She helps them identify and implement strategies in their classrooms that complement the Latin instruction. Sixth grade students from private schools may attend the classes at the school most convenient to them as space permits. Transportation to and from the public school is the responsibility of the participating private school. The objectives of the program are that students will: (1) show an interest in continuing the study of a foreign language at the secondary levels, and (2) increase their vocabulary through knowledge of Latin words and their English derivatives.

Franklin County--Spanish classes are offered to students in three elementary schools in the district. Instruction is provided as a total class setting by one part-time teacher per school. Appropriate audiovisual instructional materials are used to reinforce verbal activities. The program objectives include that the students will: (1) learn the basic sounds of Spanish, (2) learn a basic Spanish vocabulary for immediate use, (3) learn Spanish word order and sentence structure, (4) develop a positive attitude toward learning a language, and (5) gain some insight into the culture of Spanish-speaking people.

Hamilton County--Spanish is offered in grades 2-6 in all the four elementary schools in the district. Instruction is provided twice a week for 30 minute periods to second through fourth graders and for 45 minute periods to fifth and sixth graders. The program objectives include that the students will: (1) be able to integrate skills pertaining to the regular elementary curriculum into the elementary foreign language curriculum, (2) develop speaking and listening skills and to a lesser degree reading and writing skills in Spanish, (3) reinforce the basic skills in Spanish, (4) acquire cultural awareness and cross-cultural understanding, and (5) identify the importance of the Spanish culture Florida.

Hernando County--Spanish is offered to students in grades K-5 at a pilot school in the district. Students in grades K-2 receive 20 minutes of instruction once a week and students in grades 3-5 receive 30 minutes of instruction twice a week. A teacher certified in Elementary Education with proficiency in spanish is the primary instructor. The regular classroom teachers participate in the instruction to extend and reinforce skills in the basic curriculum. The objectives of the program are: (1) to integrate foreign language into the elementary curriculum; (2) to reinforce the basic skills at each grade level through Spanish; (3) to promote understanding of the nature of language and how it works; (4) to promote cultural awareness and cross-cultural education; (5) to develop speaking and writing skills; and (6) to provide community involvement in the program.

Hillsborough County--Conversational Spanish is offered to students in grades one through five at five school sites during the Extended School Year Program. Students receive instruction, following an immersion model, three hours and forty-eight minutes daily, four time a week, during six weeks. instruction is centered around three unites: 91) the school environment, (2) the self and family, and (3) the community. These units are part of a scope and sequence developed for the program during the 1982-83 school year. This scope and sequence is revised and expanded each year by the teachers that staff the program. it is integrated into the foreign language program that provides instruction during the regular school year and into the scope and sequence of the regular seventh grade Spanish program.

Jackson County--Spanish if offered in eight kindergarten and eight first grade classes throughout the school district. The series "Saludos" is used by the Spanish teacher for instruction. All schools are wired for closed circuit TV. Additional instructional materials are also being used. Participation by schools and individual classrooms is on the voluntary basis for the first year while the program is operated as a pilot.

Jefferson County--Spanish is offered to all the students in grades K-6 in the school district. There are approximately 1,150 students served by the program. Pull out classes meet following different scheduels. Kindergarten students received instruction once a week for 20 minutes during the first school semester. Students in grades 1-4 met once a week for 30 minutes during the whole school year. Students in grades 5 and 6 meet twice a week for 50 minute periods during nine weeks. Emphasis is on the development of listening, speaking, and basic reading and writing skills for the purpose of conversing in Spanish at an elementary level.

Lake County--Spanish is taught as a pilot program to first, second and third graders in three elementary schools and to one class of sixth graders in a middle school. Total class instruction is used. First, second and third graders receive instruction for 25 minutes twice a week. Sixth graders receive instruction for 45 minutes three days per week. Grades one, two and three learn about the culture, customs and foods of the Spanish people. They also learn the colors, days of the week, months of the year, time of the days and numbers. They learn to name, identify and address members of the family as well as name and identify part of the body and articles of clothing. To these objectives, sixth grade adds greater concentration in vocabulary and pronunciation, specially when they learn to talk about their daily lives and some of their own experiences. Sixth graders also learn more about Spanish civilization, including an overview of the Hispanic influence in the United States and the Hispanic communities in the United States.

Lee County--French and Spanish are offered to sixth graders in seven schools during a nine-week wheel program. Instructional delivery is total class groups with listening and speaking strategies followed by simple reading and writing. Various schedules are in place at the seven schools but, generally, each group meets for 45 minutes a day, five days a week, during nine weeks. At the end of the nine weeks, classes are offered to another group in the wheel program. Teacher-made materials and other audiovisual materials are used for instruction. Monthly meetings serve to exchange ideas among the foreign language teachers. The objectives of the program are included in the school district's scope and sequence which appear in the curriculum guide that was developed for grades 6-12.

Marion County--Spanish is taught as a pilot program in one magnet school, grades K-5. All the students in the school are served by the program. The instructor teaches every student in the school once per week for thirty minutes. Due to the extended-day program offered at this school, students are provided with the option to choose the program in which to participate during the after-school segment of the extended-day schedule. One of these after-school (3:30 to 5:30 p.m.) electives is Spanish. Students electing Spanish are taught every day for thirty minutes, adding to their basic instruction of 30 minutes per week. Foreign language activities are reinforced by the total school curriculum, specially in the areas of art and music.

Monroe County--Spanish as a foreign language is provided to all district schools with students in grades K-6. Instructional delivery is total class. The number of minutes per day and the number of days per week is based on the unique schedule necessary at each school site. Each school develops a schedule based on the total number of classes that need to be served. Thus, the number of minutes per day, and the number of days per week will vary at any particular school and at any particular grade level based on the number of classrooms that the teacher needs to serve at any given school. Most students receive 20 to 30 minutes of instruction two or three times per week. Teachers make use of a basic textbook and supplementary audiovisual materials for instruction. The school district has developed a scope and sequence for the elementary grades. It includes specific objectives and activities for each grade level. The program is fully integrated into the district's scope and sequence for foreign language instruction, grades K-6. The scope and sequence is revised and expanded each year to provide for student's progress in Spanish language competency. Inservice activities are provided to all teachers involved in the program.

Orange County--Spanish is taught in two elementary schools in grades 3-5. All students in total class groups receive instruction twice a week for a period of 30 minutes each class. One teacher divides her time between the two centers. The program "Saludos" developed by Broward County is being used to provide instruction. The teacher received inservice in how to use this program prior to the beginning of the school year. Pre- and post-tests from the "Saludos" program are used for evaluation purposes. Eleven private elementary schools are participating in the program by receiving copies of the "Saludos" program to be used in their classes.

Osceola County--Spanish is taught to K-5 grades in two elementary schools. Each student receives instruction once a week at one school and approximately once every 6-7 days at the other school. The Spanish program is worked into the special area block schedule. Spanish-speaking students are scheduled into other special area classes, such as art, music or physical education, while their homeroom class is having Spanish instruction. However, scheduling is flexible enough to allow-Spanish-speaking students to serve as resource persons to the Spanish teacher in working with the non-Spanish speaking students. A variety of materials is used according to grade levels. A curriculum was planned prior to the initiation of the program. This curriculum contains a scope and sequence that articulates the program with the middle school curriculum frameworks.

Palm Beach County--Spanish is offered to all students in grades K-6 at Southboro Elementary School. Instruction is delivered to total class groups by grade levels. Classes meet four time per week. Computers are used to reinforce instruction. A communicative approach is used for instruction. The instructional materials used include textbooks, picture stimulus books, manipulatives, classroom realia and audiovisual materials. Native speakers of Spanish, which constitutes 50% of the school population, provide foreign language students with opportunities to practice new language skills. Spanish instruction is reinforced in the classrooms with the classroom teacher and special area teachers providing students opportunities to apply Spanish in other curriculum areas. The school district is planning the dissemination of the program to other elementary schools in the district.

Pasco County--Spanish is offered to third through sixth graders, on a voluntary basis, in 12 elementary schools. Classes meet twice a week for a total instructional time of two hours a week for each student. The scheduling of the classes depends on each school's individual schedule. Classes are limited to twenty students and meet before or after regular school time. In order to facilitate integration with the middle school program, classes are offered first to sixth grade students, then to fifth, fourth and third graders if space permits. Consideration is also given to lower grade students who have been previously enrolled in the program. The emphasis of the program is on developing oral language skills. Inservice education activities are provided to teachers, addressing strategies for teaching a foreign language to elementary school children.

Pinellas County--Spanish was offered to 500 second graders in four schools. These students participated in the program for two years at the kindergarten and first grade level. The program plans to continue instruction for this specific group of students. Strategies such as community volunteer participation in instruction, peer tutoring and dual or multi-track instruction, are used to ensure that the needs are met of the students who entered the program this school year without having benefited from the previous year's instruction. Instruction is delivered to all children in 21 different classes as total class instruction. Teachers provide instruction during 20 minute classes four times a week to each total class. The program teachers meet once a week with the school district foreign language supervisor to develop curriculum for the program.

Polk County--Spanish is provided in five elementary schools during the complete school year. Instructional time varies from 15 minutes every other day in kindergarten to 25 minutes every other day in grades 1-6. The program is coordinated into a total foreign language scope and sequence, grades K-12. The objectives of the program are: (1) to improve the ability of the students to understand other cultures, (2) to develop the ability of the learner to hear purposefully the sounds and words of the target language to discriminate between sounds and words, and to reproduce these sounds and words automatically; (3) to acquaint the learner with different cultural aspects of the Spanish speaking world; (4) to help the students understand the influence of the Spanish culture on our language and culture; and (5) to introduce the students to a simple vocabulary of Spanish words and expressions directly related to daily living.

St. Johns County--Spanish is taught in two elementary schools. In one school it is offered in grades K-5 and in another in grades 1-5. The foreign language teacher serves the participants in a total class setting. The class schedule varies depending on the grade level from 30 minute classes three times a week to 60 minute classes five times a week. The program focuses on conversational Spanish and emphasizes vocabulary appropriate for everyday situations. The purpose of the program is to introduce and increase awareness of the participants' knowledge of the foreign language experience and extend their awareness of Spanish culture.

Sarasota County--Spanish is offered to all sixth graders in the school district, and to kindergarten through fifth graders in one elementary basic-plus magnet school. All the sixth graders at each of the schools are involved in an exploratory wheel program from approximately six weeks in duration, five days per week for a 45-minute class period. The program provides an orientation to foreign languages in general by allowing the students to explore the Spanish language and culture. Students learn to use selected greetings, numbers, and common expressions in Spanish. A primary function of the experience is to enable student to make an informed decision about further study of Spanish or another foreign language.

Union County--The program consists of Spanish offered to grades K-3 at Lake Butler Elementary School, the only elementary school in the district. The instructional delivery method is total class. All students receive instruction once a week for 55 minutes. The method of instruction is oral communication with many hands-on activities. The main goals of the program are to develop interest in a new language and to develop oral communication in that language. The program objectives follow closely the school curriculum in language arts. The rationale of the program states beginning Spanish instruction at lower grades and continued through high school that will greatly enhance the foreign language program.

Volusia County--Spanish is taught in grades K through six at nine elementary schools and one middle school in geographic areas which include gifted centers. Classes meet five times per week, depending on school schedule, with a minimum of 90 minutes total instructional time per week. A conversational and cultural approach is used with emphasis on oral language development and culture. The goal of the program is to provide the elementary student with an opportunity to gain cultural awareness and communication experiences in a foreign language at an early age. Inservice activities are provided to all the teachers participating in the program. The teachers are also provided with a foreign language curriculum guide which reflects the goals and objectives of the FLES program. The teachers are encouraged to prepare students to enter competitive academic contests in the district. A pre- and post-test evaluation, which includes survival vocabulary as well as culture, is conducted to evaluate the program. An attitudinal survey is also administered to students, parents, teachers and administrators as part of the program evaluation.

ELEMENTARY FOREIGN LANGUAGE PROGRAMS

1988-89

School District	Students	Chapter 2	Matching Funds	Total Funds
Alachua	1,089	29,215.00	29,215.00	58,430.00
Baker	1,917	30,165.00	30,165.00	60,330.00
Brevard	700	13,880.00	13,880.00	27,760.00
Broward	9,220*	49,000.00	49,000.00	98.000.00
Columbia	268	13,950.00	13,950.00	27,900.00
Dade	16,608	418,266.00	418,266.00	836,532.00
Duval	220	15,680.00	15,680.00	31,360.00
Franklin	297	15,957.00	15,957.00	31,914.00
Hamilton	1,018	25,356.00	25,356.00	50,712.00
Hernando	892	14,034.00	14,034.00	28,068.00
Hillsborough	361	20,464.00	20,464.00	40,928.00
Jackson	400	7,061.00	7,061.00	14,122.00
Jefferson	1,243	21,560.00	21,560.00	43,120.00
Lake	975	20,433.00	20,433.00	40,866.00
Lee	600	49,000.00	49,000.00	98,000.00
Marion	400	11,830.00	11,830.00	23,660.00
Monroe	4,094	132,300.00	132,300.00	264,600.00
Orange	3,470**	18,538.00	18,538.00	37,076.00
Osceola	2,457	28,420.00	28,420.00	56,840.00
Palm Beach	4,502	81,830.00	81,830.00	163,660.00
Pasco	330	19,992.00	19,992.00	39,984.00
Pinellas	500	30,985.00	30,985.00	61,970.00
Polk	2,350	62,681.00	62,681.00	125,362.00
St. Johns	1,155	43,517.00	43,517.00	87,034.00
Sarasota	2,610	47,852.00	47,852.00	95,704.00
Union	806	12,491.00	12,491.00	24,982.00
Volusia	1,750	131,222.00	131,222.00	262,444.00
TOTAL	60,232	1,365,679.00	1,365,679.00	2,731,358.00

*Combined number of students served by teacher-directed instruction and by learning Spanish through the use of a videotape series.

**Includes 2,989 students in private schools learning Spanish through the use of a videotape series.

STATE OF FLORIDA

FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS, 1988-89

School District	Language (2) Taught	Grade Level	Type of Program	Number of Students
Alachua	Spanish	K-5	Total class-twice a week K-1, 20 min., 2-5, 30 min.	1,089
Baker	Spanish	K-5	Total class-5 times/week 50 min. daily on 6 wk. rotation	1,917
Brevard	Spanish	3-6	After school-2 or 3 times/ week, 45 min.	700
Broward	Spanish	K-6	Total class-twice/week, 30 min.	9,220*
Columbia	German	K-6	Pull-out class-5 times/week, 30 min once a week	268
Dade	Spanish	2-3**	Pull-out class-5 times/week 30 min.	16,608
Duval	Latin	6	Pull-out class-5 times/week 30 min.	220
Franklin	Spanish	K-6	Total class-2 to 5 times/week 30-75 min/week	297
Hamilton	Spanish	2-6	Total class-twice/week 30-75 min.	1,018
Hernando	Spanish	K-5	Total class-twice/week, 20-30 min.	892
Hillsborough	Spanish	1-5	Summer Institute	361
Jackson	Spanish	1-2	Total class	400
Jefferson	Spanish	K-6	Pull-out class-2 to 5 times/ week, 20-50 min.	1,243
Lake	Spanish	1-3 & 6	Total class-1-3 twice/week 25 min., 6th- five times/week, 45 min.	975
Lee	French & Spanish	6	Total class-5 times/week, 45 min.	600
Marion	Spanish	K-5	Total class-once/week, 30 min.	400
Monroe	Spanish	K-6	Total class-varied schedule	4,094

Orange	Spanish	3-5	Total class-twice/week, 20-30 min.	3,470
Osceola	Spanish	K-6	Total class-once/week, 40 min.	2,457
Palm Beach	Spanish	K-6	Total class-4 times/week 30 min.	
Pasco	Spanish	3-6	After school-twice/week, 30 min.	330
Pinellas	Spanish	1	Total class-4 times/week, 20 min.	500
Polk	Spanish	K-6	Total class-2-3 times/week, 25 min.	2,350
St. Johns	Spanish	K-5	Total class-3-5 times/week, 30-60 min.	1,155
Sarasota	Spanish	6***	Wheel program-5 times/week, for six week, 45 min.	2,610
Union	Spanish	K-3	Total class-once/week 50 min.	806
Volusia	Spanish	K-6	Total class-2-3 times/week, 20, 30 or 45 min.	1,750
			TOTAL	60,232

*Combined number of students served by teacher-directed instruction and by learning Spanish through the use of a videotape series both at public and private schools.

**School district program includes grades K-6.

***Instruction is delivered in grades K-5 in one school, once a week in 30 or 40 minute periods.

STATE OF FLORIDA
FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS
1988-89 DISTRICT CONTACT PERSONS

ALACHUA
Mr. Jim Frazier
Foreign Language Supervisor
Alachua County Schools
620 E. University Avenue
Gainesville, FL 32601
904/373-5192

BAKER
Mrs. Shirley Jasonek
Director of Elementary Education
Baker County Schools
392 S. Boulevard East
MacClenny, FL 32063
904/259-6251

BREVARD
Mrs. Janice Bonggren
Foreign Language Resource Teacher
Brevard County Schools
1275 S. Florida Avenue
Rockledge, FL 32955
305/631-1991

BROWARD
Mrs. Vilma Diaz
Supervisor, Foreign Languages
Broward County Schools
6650 Griffin Road
Davie, FL 33313
407/765-6901

COLUMBIA
Dr. James L. Yopp
Director of Elementary Education
Columbia County Schools
Route 7, Box 541
Lake City, FL 32055
904/752-7812

DADE
Mrs. Wally Lyshkov
Supervisor, Foreign Languages
Dade County Schools
1450 NE Second Avenue
Miami, FL 33132
305/376-1961

DUVAL
Mrs. Carole Walker
Director, Elementary Programs
Duval County Schools
1701 Prudential Drive
Jacksonville, FL 32207
904/390-2132

FRANKLIN
Mr. C. T. Ponder
Administrative Assistant for Curriculum
Franklin County Schools
155 Avenue E
Apalachicola, FL 32320
904/653-8831

HAMILTON
Mrs. Lillian Sasnett
Director of Exceptional Education
Hamilton County Schools
P.O. Box 1095
Jasper, FL 32052
904/792-1211

HERNANDO
Mr. Martin A. Yungmann
Director of Curriculum
Hernando County Schools
919 U.S. 41 North
Brooksville, FL 33512
904/796-6761

HILLSBOROUGH
Dr. Velia Pedrero
Supervisor, Bilingual Education
Hillsborough County Schools
901 E. Kennedy Blvd.
Tampa, FL 33601
813/272-4452

JACKSON
Mrs. Billie Dickson
Coordinator, Elementary Education
Jackson County Schools
P.O. Box 809
Marianna, FL 32446
904/526-4510

JEFFERSON
Mr. Albert Thomas
Foreign Language Supervisor
Jefferson County Schools
1490 West Washington
Monticello, FL 32344
904/997-3562

LAKE
Mrs. Diana Margolis
Foreign Language Specialist
Lake County Schools
201 W. Burleigh Blvd.
Tavares, FL 32778
904/343-3531

LEE
Ms. Mary Johnson
Coordinator, Foreign Languages
Lee County Schools
2055 Central Avenue
Ft. Myers, FL 33901
813/334-1102

MARION
Dr. Ester Oteiza
Foreign Language Supervisor
Marion County Schools
P.O. Box 670
Ocala, FL 32670
904/732-8041

MONROE
Miss Eleanor Garcia
Director, Foreign Languages
Monroe County Schools
P.O. Drawer 1430
Key West, FL 33040
305/296-6523

ORANGE
Mr. Ronald Bryant
Coordinator, Foreign Languages
Orange County Schools
410 Woods Avenue
Orlando, FL 32805
407/422-3200

OSCEOLA
Mrs. Shelley A. Durcharme
Director, Elementary Education
Osceola County Schools
P.O. Box 1948
Kissimmee, FL 32742
407/847-3929

PALM BEACH
Mrs. Nancy Pullum
Director, Federal Programs
Palm Beach County School
3323 Belvedere Road
West Palm Beach, FL 33402
407/684-4120

PASCO
Mrs. Maria Crosby
Early Childhood Supervisor
Pasco County Schools
7227 U.S. Highway 41 North
Land O'Lakes, FL 33539
813/996-3600

PINELLAS
Mrs. Carmine Zinn
Supervisor, Foreign Languages
Pinellas County Schools
205 Fourth St., SW
Largo, FL 33540
813/585-9951

POLK
Mrs. Patricia A. Murrell
Foreign Language Supervisor
Polk County School
P.O. Box 391
Bartow, FL 33830
813/534-2276

ST. JOHNS
Mr. Donald R. Wilson
Director, Instructional Services
St. Johns County Schools
40 Orange Street
St. Augustine, FL 32084
904/824-7201

SARASOTA
Mr. James Dowdy
Foreign Languages/Bilingual Education
Sarasota County Schools
2418 Hatton Street
Sarasota, FL 33577
813/953-5000

UNION
Mr. Eugene Dukes
Principal, Lake Bulter Elementary
Union County Schools
800 SW Sixth Street
Lake Butler, FL 32539
904/496-3047

VOLUSIA
Mr. Gerda Mullen
Foreign Language Facilitator
Volusia County Schools
P.O. Box 1910
Daytona Beach, FL 32015
904/255-6475

THE FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS PROGAM IN THE STATE OF FLORIDA

1988 - 89

UNIVERSITY OF FLORIDA

LEADERSHIP IN EDUCATION PROJECT
FOR ADMINISTRATORS OF LANGUAGE
DEVELOPMENT SERVICES

Focusing its Resource
on Solutions for Tomorrow

Norman Hall 332
COLLEGE OF EDUCATION
Gainesville, Florida 32611
(904) 392-0761

September 8, 1989

Vilma Diaz
2217 N.W. 65th Ave.
Margate, FL 33603

Dear Vilma:

I just received your 8-28 memo. I am honored to have been chosen as Chair of the FCOMME Issues in Elementary Foreign Language Education Committee. I look forward to working with you and the other committee members.

In reviewing the memo, I have decided to focus on items 2 and 3 for the FFLA report. I have some information regarding item 1, but will need more time to adequately address the topic. Also, I am hoping to get input on item 4 from all committee members at FFLA. That way the final report will truly reflect the concerns of all the committee.

I was tentatively thinking that I would have a draft report ready for the January FCOMME meeting. The final report would then be ready this spring. I would like to know who the report will be for: legislators, LEAs, IHE faculty? Are we hoping that the report will influence policy and funding in the state?

We can talk about all this at FFLA. I am looking forward to seeing you. You and the local committee have done an outstanding job. I think this is going to be the best FFLA ever. See you in October.

Sincerely,

Anne Campbell, Chair
FCOMME FLES Committee

P.S. I am not Dr. yet, but thank you for the promotion.

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FOREIGN LANGUAGES

(Materials for foreign languages in middle school grades are listed in the secondary section of the catalog.)

SPANISH

McGraw-Hill/School Division
Schmitt

Let's Speak Spanish, 2nd edition, 1978:

10-100-0	**Book A**	$10.48
10-101-0	Cue Cards	87.64
10-102-0	Cassettes	99.81
20-100-0	**Book B**	10.48
20-101-0	Cue Cards	101.37
20-102-0	Cassettes	99.81
30-100-0	**Book C**	10.35
30-101-0	Cue Cards	77.12
30-102-0	Cassettes	99.81
40-100-0	**Book D**	10.35
40-101-0	Cue Cards	63.10
40-102-0	Cassettes	99.81

Other materials/information: Teacher's editions for student texts, free with class orders.
Approach: Oral-aural-visual.
Recommended for: Students reading on varying levels, grades K-6.
Suggested instructional time: One year per level.
Consultant Service: Yes; contact the publisher.
Adopted 1985-91.

National Textbook
Brown et al.

Viva el Espanol, Learning Systems, 1st edition, 1988, Grades K-2:

01-103-0	Learning System A, Grade K	$199.95
10-103-0	Learning System B, Grade 1	199.95
20-103-0	Learning System C, Grade 2	199.95

Other materials/information: None.
Approach: A communicative Spanish language program that concentrates on developing speaking and listening skills by young children.
Recommended for: Use by average American elementary-school children who are studying Spanish for the first time.
Suggested instructional time: One school year for each level.
Consultant Service: Yes; requests for consultant or in-service training are handled on a case-by-case basis. Contact the publisher or local representative.
Adopted 1988-94.

National Textbook
Bishop et al.

Spanish for Young Americans Series, Grades 3-5:

Hablan Los Ninos, 1st Level:		
30-103-0	Teacher's Manual (primary component), 1983	$20.00
30-104-0	Cassettes, 1970	175.00
30-105-0	Language Visuals, 1979	49.95
30-106-0	Sound Filmstrips (2), 1970	35.00
30-107-0	Testing Kit, 1987	9.95
Hablan Mas Los Ninos, 2nd Level:		
40-103-0	Teacher's Manual (primary component), 1982	20.00
40-104-0	Cassettes, 1971	150.00
40-105-0	Ya Se'Leer (reader), 1986	3.75
40-106-0	Ya Se'Leer Activity Book, 1987	2.95
40-107-0	Mi Primera Fonetica (workbook), 1986	3.95
40-108-0	Testing Kit, 1987	9.95
Bienvenidos, 3rd Level:		
50-103-0	Textbook, 1984	8.95
50-104-0	Workbook, 1984	3.95
50-104-1	*Teacher's Edition	5.95
50-105-0	Cassettes, 1972	195.00
50-106-0	Unit Tests, 1984	25.00
50-107-0	Testing Kit, 1987	9.95

Other materials/information: Answer key for the reader activity book, teacher's guide for the 3rd level textbook, and a scope and sequence for the series are provided free in ratio 1:25 with purchase of the program.
Approach: A communicative Spanish language program that concentrates on developing speaking and listening skills by young children.
Recommended for: Use by average American elementary-school children who are studying Spanish for the first time, grades 3-5.
Suggested instructional time: One school year for each level.
Consultant Service: Yes; requests for consultant or in-service training are handled on a case-by-case basis. Contact the publisher or local representative.
Adopted 1988-94.

Santillana Publishing
Martin et al.

Arcoiris, 1st edition, 1986, Grades 4-5:

40-110-0	Arcoiris (kit)	$99.95
50-110-0	Imagenes y Cultura 1 (kit), 1987	89.25
60-110-0	Imagenes y Cultura 2 (Kit), 1987	102.75

Other materials/information: None.
Approach: Based on the natural approach and the total physical response methodologies.
Recommended for: English speaking students in grades 4-6.
Suggested instructional time: Three years.
Consultant Service: There is a charge for consultant and in-service training. Contact the publisher.
Adopted 1988-94.

SPANISH FOR SPANISH SPEAKERS

Addison-Wesley
Ada and Olave

Hagamos Caminos Series, 1st edition, 1986, Grades K-3:

Partimos, Grade K/1:		
01-115-0	Textbook	$7.08
01-115-1	*Teacher's Edition	9.66
01-115-2	*Teacher's Resource Book	30.00
01-116-0	Workbook	4.65
Andamos, Grades K/2:		
10-115-0	Textbook	7.08
10-115-1	*Teacher's Edition	9.66
10-115-2	*Teacher's Resource Book	30.00
10-116-0	Workbook	4.65
Corremos, Grade 1/1:		
20-115-0	Textbook	7.83
20-115-1	*Teacher's Edition	10.83
20-115-2	*Teacher's Resource Book	30.00
20-116-0	Workbook	5.07
Volamos, Grade 1/2:		
30-115-0	Textbook	10.89
30-115-1	*Teacher's Edition	13.92
30-115-2	*Teacher's Resource Book	30.00
30-116-0	Workbook	5.43
Navegamos, Grade 2:		
40-115-0	Textbook	10.89
40-115-1	*Teacher's Edition	13.92
40-115-2	*Teacher's Resource Book	30.00
40-116-0	Workbook	5.43
Exploramos, Grade 3:		
50-115-0	Textbook	10.89
50-115-1	*Teacher's Edition	13.92
50-115-2	*Teacher's Resource Book	30.00
50-116-0	Workbook	5.43

Other materials/information: One set of cassettes, at each level, will be provided free of charge one per school for each level purchased during the initial year of implementation.
Approach: Develops strong oral language and critical thinking skills through a creative native language arts methodology.
Recommended for: Students of Hispanic origin whose home language is Spanish, grades K-3. the materials take into account

the different cultural backgrounds and various levels of Spanish proficiency of student in these grades.
Suggested instructional time: One full school year for each grade level.
Consultant Service: Yes; bilingual consultant provided at district request. Contact regional office or local representative.
Adopted 1988-94.

Santillana Publishing
Ramos et al.

Lectura en dos Idiomas, Grades K-6:
Lucero, Level A1:

01-120-0	Lucero Text, 1984	$4 25
01-121-0	Crucero Supplementary Workbook, 1985	3 25
01-122-0	Assessment Tests (pkg. of 20), 1979	11 25

Estrella, Level A2:

01-125-0	Estrella Text, 1984	4 25
01-126-0	Estrella Supplementary Workbook, 1985	3 25
01-127-0	Assessment Tests (pkg. of 20), 1979	11 25

Cascabel, Level B:

10-120-0	Cascabel Reader, 1976	6 95
10-121-0	Cascabel Activity Book, 1984	4 00
10-122-0	Assessment Tests (pkg. of 20), 1979	11 25

Trampolin, Level C:

20-120-0	Trampolin Reader, 1976	6 95
20-121-0	Trampolin Activity Book, 1984	4 00
20-122-0	Assessment Tests (pkg. of 20), 1979	11 25

Umbral, Level D:

30-120-0	Umbral Reader, 1976	6 95
30-121-0	Umbral Activity Book, 1984	4 00
30-122-0	Assessment Tests (pkg. of 20), 1979	11 25

Rayuela, Level E:

40-120-0	Rayuela Reader, 1977	8 25
40-121-0	Rayuela Activity Book, 1977	5 50
40-121-1	*Teacher's Edition, Activity Book, 1977	3 75
40-122-0	Assessment Tests (pkg. of 20), 1979	12 50

Adelante, Level F:

50-120-0	Adelante Reader, 1977	8 95
50-121-0	Adelante Activity Book, 1984	5 50
50-121-1	*Teacher's Edition, Activity Book, 1977	4 25
50-122-0	Assessment Tests (pkg. of 20), 1979	12.50

Imagenes, Level FF:

50-125-0	Imagenes Reader, 1979	7 25
50-126-0	Imagenes Activity Book, 1979	6 25
50-126-1	*Teacher's Edition, Activity Book, 1979	4 25
50-127-0	Assessment Tests (pkg. of 20), 1979	12.50

Quetzalcoatl y Los Vientos, Level G:

60-120-0	Quetzalcoatl Reader, 1972	7 25
60-121-0	Espanol 4 Activity Book, 1979	7 25
60-122-0	Assessment Tests (pkg. of 20), 1979	18 00

Additional Materials:

01-123-0	Classroom Posters (Lv. A1-A2), 1986	33 75
01-124-0	Student Profile Cards (Lv. A1-FF), 1980	2 75
30-124-0	Spanish Syllabic Flash Cards, 1985	26 25
30-125-0	C.T.U. Vocabulary Charts and Cassette, 1986	39 50
50-124-0	R-A Vocabulary Charts, 1987	35 00
30-123-0	Ortografin A, 1986	4 80
40-123-0	Ortografin B, 1986	4 80
50-123-0	Ortografin C, 1986	5 05
50-128-0	Ortografin D, 1986	6 75

Other materials/information: Teacher's guide for each text and reader is provided free in ratio of 1:25 with purchase of the student book.
Approach: Similar to the broad-based approach of widely-accepted English basal systems, this series addresses the development of language skills; reinforces cognitive, psychomotor and affective skills; and provides for an understanding of Hispanic culture.
Recommended for: Use with Spanish-speaking children in grades 2-5.
Suggested instructional time: Each of the K-1 texts and related ancillaries is designed to provide one semester of instruction. Each of the texts for grades 2-5 provides a full year's instruction.
Consultant Service: There is a charge for consultant or in-service training. Contact the publisher.
Adopted 1988-94.

Santillana Publishing
Lopez-Iniquez and Martinez

El Tren De Colores, 1st edition, 1987, Grades K-1:

01-130-0	Complete Program (Sets A and B)	$300 00
01-131-0	El Tren de Colores A, Grade K:	169 00
01-132-0	El Tren De Colores B, Grade 1	169 00

Other materials/information: Additional copies of the picture books may be purchased directly from the publisher.
Approach: Integrated, applied, Natural language approach, offering Spanish speakers a developmental language program.
Recommended for: K-1 readiness programs.
Suggested instructional time: One school year for each level.
Consultant Service: There is a charge for consultant or in-service training. Contact the publisher.
Adopted 1988-94.

HEALTH

Harcourt Brace Jovanovich
Poenier et al.

HBJ Health Series, Grades K-5, revised edition, 1987:
Kindergarten - Yellow:

01-610-0	Textbook	$3.60
01-610-1	*Teacher's Edition	7 65
01-611-0	Study Prints	210 00
01-612-0	Posters	24 00

Grade 1 - Blue:

10-610-0	Textbook	9 15
10-610-1	*Teacher's Edition	18.00
10-610-2	*Teacher's Resource Book	15.00
10-611-0	Posters	24 00

Grade 2 - Red:

20-610-0	Textbook	9 30
20-610-1	*Teacher's Edition	18.30
20-610-2	*Teacher's Resource Book	15.00
20-611-0	Posters	24 00

Grade 3 - Green:

30-610-0	Textbook	10.35
30-610-1	*Teacher's Edition	18 60
30-610-2	*Teacher's Resource Book	16 80
30-611-0	Tests	1 26
30-612-0	Posters	24 00

Grade 4 - Orange:

40-610-0	Textbook	11 25
40-610-1	*Teacher's Edition	19 80
40-610-2	*Teacher's Resource Book	16 80
40-611-0	Tests	1 26
40-612-0	Posters	24 00

Grade 5 - Purple:

50-610-0	Textbook	11 40
50-610-1	*Teacher's Edition	20 10
50-610-2	*Teacher's Resource Book	19 95
50-611-0	Tests	1 35
50-612-0	Posters	33 00

Additional Materials:
Overhead Transparencies:

01-613-0	Grades K-3	24 00
40-613-0	Grades 4-8	24 00

Other materials/information: A teacher's resource entitled "Human Growth and Reproduction", is provided free one per teacher in grades 4 and 5. A binder for the teacher's resource book is available for purchase from the publisher.
Approach: Presents a direct and factual approach to health education that is practical, personal, and positive.
Recommended for: Students of varying ability levels in the general classroom, grades K-5.
Suggested instructional time: One year for each textbook.
Consultant Service: Yes, requests should be submitted to the publisher in writing as far in advance as possible, stating preferred and alternate dates.
Adopted 1988-94.

APPENDIX F

NATIONAL MATERIALS

THE UNIVERSITY OF MARYLAND

BALTIMORE COUNTY CAMPUS
Department of Modern Languages and Linguistics

September 20, 1989

TO: Respondents to the Questionnaire on Foreign Language in the Elementary School

FROM: Dr. Gladys Lipton

I am pleased to send you a summary of the results of the informal questionnaire sent this summer to: elementary school foreign language teachers, state FL specialists, teacher-trainers, principals and administrators, and others. The one-page questionnaire was sent to 250 people. As of this date, I have received 129 responses, which is an unusually high response rate.

Many, many thanks for taking the time to respond. Although this was intended as an informal gathering of information, it has yielded some vital needs and concerns which must be addressed.

The summary of the results is attached. If you have any questions, or if I can be of assistance in any way, please get in touch with me.

UMBC
Catonsville, Maryland 21228 (301) 455-2109

SUMMARY OF RESULTS

QUESTIONNAIRE ON FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

September, 1989

Question # l: What are the 3 major concerns of people involved in foreign language in elementary school?

1) gaining administrator and community support
2) implementing successful articulation
3) recruiting and training teachers

Other concerns included obtaining appropriate materials, scheduling, and funding on a long-term basis.

Question # 2: Which type of program model do you think is best for your school district?

1) 92 said FLES
2) 15 said FLEX
3) 10 said all types
4) 6 said Immersion
5) 6 said Content-based

Question # 3: What kinds of assistance do elementary school foreign language teachers need?

1) Training in methods of teaching foreign languages at the elementary school level
2) Finding appropriate materials for this level -- not just text materials
3) Getting assistance in maintaining the stability of the program
4) Having opportunities to interact with other teachers on this level

Question # 4: Which of the following are most important for foreign language in the elementary school?

1) Sequential FLES
2) Funding
3) Public Relations
4) Parent Support
5) Articulation
6) Training of teachers

Question # 5: What is your preference for the overall name for foreign language in the elementary school?

1) FLES* (83)
2) FLES (27)
3) The remaining responses were distributed over the following names: EFL, CORE, SOLES, CBFL, EFLP, ELL, SLAC,and SLL.

Question #6: How do Math, Social Studies, Science Specialists feel about content-based instruction?

1) One third of the respondents said that this did not apply to their situation.
2) One third of the respondents were favorable, with typical responses such as:

"They feel positive about it."
"They have been very cooperative."
"They are happy that there is carry-over and reinforcement in the FL."
"They are willing to try anything which offers reinforcement."
"They are in agreement as long as it doesn't interfere with their subjects."
"They feel that we are trying to reinforce what they teach and are impressed with our efforts to do this."

3) One third of the respondents expressed concern about this, with responses such as:

"They have reservations about using a foreign language to teach content."
"They are hesitant."
"A little suspicious. Very few FL professionals have strong backgrounds in other fields."
"Many doubt that FL specialists can do much more in their fields than supplement what they teach."
"Uncertain and negative."
"Somewhat skeptical."
"Not receptive - they don't see any relationship of FL to their particular disciplines."
"They feel that a language is a barrier to the acquisition of the content area."

Number of questionnaires sent out - 250
Number of respondents - 129

September, 1989
Dr. Gladys Lipton
UMBC - MLL, Baltimore, MD 21228

ERIC/CLL News Bulletin

ERIC Clearinghouse on Languages and Linguistics

Volume 11, No. 2 March 1988

U.S. FOREIGN LANGUAGE INSTRUCTION: ASSESSING NEEDS AND CREATING AN ACTION PLAN

Rebecca L. Oxford and Nancy C. Rhodes, Center for Language Education and Research,[1] and Center for Applied Linguistics

"Our nation's indifference to foreign languages and cultures is unique among advanced industrial countries," stated a blue-ribbon panel five years ago (National Advisory Board on International Education Programs, 1983, p. 12). This assertion still rings true, according to the findings of a nationwide survey of U.S. foreign language instruction at elementary and secondary schools, conducted in late 1986 and early 1987. Although substantial numbers of foreign language programs exist, many are plagued by shortages of funds, teachers, and materials, according to survey respondents. Survey findings also suggest that existing programs suffer from inadequate foreign language exposure time and that they seriously slight some key world languages.

Why a Survey Was Needed, and How It Was Done

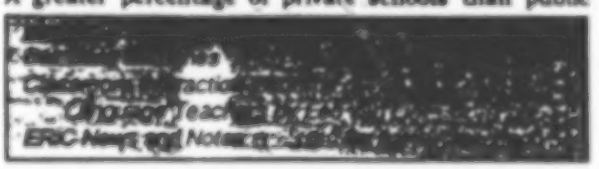
In the last decade, three high-level advisory groups independently concluded that the U.S. system of foreign language instruction needs a major overhaul, to include starting foreign language instruction in elementary grades (National Advisory Board on International Education Programs, 1983; National Commission on Excellence in Education, 1983; President's Commission on Foreign Languages and International Studies, 1979). To paint a national portrait of U.S. foreign language instruction for planning purposes, the U.S. Department of Education's Office of Educational Research and Improvement asked the Center for Language Education and Research (CLEAR) to conduct a comprehensive survey of foreign language teaching in American elementary and secondary schools.

As the first step, a 5 percent stratified random sample (about 5,000 schools) was selected representing all U.S. elementary and secondary schools, both public and private. Using input from foreign language supervisors and teachers, two four-page questionnaires were designed and field tested, one for elementary and the other for secondary schools. Following an advance letter to the principal of each sample school, the questionnaires were mailed, and each principal was asked to complete the questionnaire or ask a foreign language teacher or supervisor to do so. Mail and telephone follow-ups were conducted to increase responses. The final response rate was 52 percent, representing 2,765 schools (1,416 elementary and 1,349 secondary). This response rate provided reliable estimates for the nation as a whole; see Rhodes and Oxford (1988a) for technical details.

Key Findings

Key results fall into three areas: (a) amount and kind of foreign language instruction; (b) background and training of teachers; and (c) the major problems cited by respondents in their foreign language programs. See Rhodes and Oxford (1988a; 1988b) for more detailed results.

Amount and Kind of Foreign Language Instruction. First, secondary schools greatly outdistanced elementary schools in teaching foreign languages. Approximately one-fifth (22 percent) of the responding elementary schools and 87 percent of the responding secondary schools reported teaching foreign languages. A greater percentage of private schools than public



schools at both levels reported offering foreign language instruction.

Second, language enrollments were not high in schools offering foreign languages. Of the responding schools that teach foreign languages, the majority (58 percent of elementary schools and 77 percent of secondary schools) reported that less than half their students were enrolled in foreign language classes.

Third, the most popular languages were the same in elementary and secondary schools. The four languages most commonly offered in the responding elementary schools that teach languages were Spanish, French, Latin, and German, offered by 68 percent, 41 percent, 12 percent, and 10 percent, respectively. Among the responding secondary schools that taught languages, the top four languages offered were Spanish, French, German, and Latin, offered by 86 percent, 66 percent, 28 percent, and 20 percent, respectively. The proportion of schools offering other major world languages, such as Russian, Chinese, Japanese, and Arabic, was minuscule, ranging up to 3 percent of the responding schools that teach languages.

Finally, nonintensive foreign language programs were prevalent at both elementary and secondary levels. Of the 22 percent of the responding elementary schools that offer foreign languages, almost nine out of ten (86 percent) provided only introductory, nonintensive programs (called FLEX or FLES programs), whose goals are to expose students to the language and develop limited language skills. The rest--only 14 percent of that one-fifth, or about 3 percent of all responding elementary schools--provided more intensive programs (known as

See FOREIGN LANGUAGE INSTRUCTION, p. 6

From FOREIGN LANGUAGE INSTRUCTION, p. 1

intensive FLES and immersion programs), which provide greater exposure to foreign languages.

At the secondary school level, 98 percent of the responding secondary schools that offer foreign languages said they provide "standard," or nonintensive, foreign language programs covering the four language skills. Foreign languages are generally taught only one to five hours per week in the secondary schools; only a handful of the responding secondary schools said they teach languages more intensively than five hours per week.

Background and Training of Teachers. From the responding elementary and secondary schools that teach languages, the following facts emerged about teachers: 44 percent of the elementary schools and 63 percent of the secondary schools have no foreign language teachers who are native speakers of the languages. About half of the elementary schools and nearly a third of the secondary schools said their foreign language teachers had no in-service training in the previous year. Finally, about half of the elementary schools said that none of their foreign language teachers are appropriately certified for elementary foreign language teaching.

Major Problems Cited by Respondents. The most severe problem with foreign language programs cited by more than half of the responding elementary and secondary schools that teach foreign languages was a shortage of funding. Three additional problems--shortage of teachers, lack of high-quality materials, and difficulties in articulation or instructional sequencing--were cited by one-fourth to one-third of the language-offering schools at both levels.

The articulation problem is complex and needs special explanation. In response to a question on the elementary school survey concerning articulation, one-third of the schools that offer languages said that many students who started learning a foreign language in elementary school had to repeat all their earlier work in the language when they reached secondary school, as if they had never studied the language. Other respondents reported that elementary school foreign language students, when moving up to secondary school, were sometimes required to drop their initial foreign language and begin a different one before achieving proficiency in the first one, or were offered no foreign language at all for the first few years of secondary school.

Other serious problems cited by many schools with language programs included lack of an established elementary school foreign language curriculum, inadequate testing and counseling, unrealistic public expectations, and lack of time for foreign language instruction.

The Broader Context

In the broader context, these results have three general implications. First, the results (when compared with background information on the number of hours needed to reach language proficiency) suggest that the amount of foreign language exposure typically received is inadequate to produce language proficiency. Second, some key world languages appear to be perilously ignored in U.S. elementary and secondary schools. Third, many foreign language education problems are explainable by a scarcity of resources; this scarcity in turn appears to reflect an underlying belief system.

Inadequate Foreign Language Exposure. A fundamental issue is whether the existing foreign language programs are capable of producing proficient foreign language users--that is, students who are able to use their foreign language for communication. The survey showed that almost all elementary and secondary school foreign language programs are nonintensive, providing only limited exposure to the new language. The following example is representative. Assuming five hours a week of foreign language exposure and approximately 30 weeks in the school year, only about 150 hours would be spent in learning a language each year. Is this rate of language exposure adequate to develop an acceptable level of language proficiency?

Foreign language proficiency can be seen as a continuum ranging from no functional ability (Level 0) to the equivalent of the skill of an educated native speaker of the language (Level 5).[2] A reference point is Level 3, the proficiency level at which the learner is able to use the new language fluently in most situations but still makes a few errors and lacks some vocabulary precision.

How long does it take to reach Level 3 proficiency? For native English-speaking adult language learners with high language aptitude in an intensive, 30-hour-per-week program under relatively ideal circumstances (i.e., small-group learning), it takes *24 weeks (720 hours)* to reach Level 3 proficiency in "easy" languages such as French, Spanish, or Swedish. It takes up to *92 weeks (2,760 hours)* to reach Level 3 proficiency in very difficult languages, such as Japanese, Chinese, or Arabic, with moderately difficult languages such as German or Russian falling between the extremes (Liskin-Gasparro, 1982).[3]

Assuming that it takes 720 to 2,760 hours, depending on the language, for high-aptitude students to reach Level 3 proficiency in intensive programs under ideal conditions, it would take high-aptitude students in nonintensive programs of about 150 hours per year (i.e., five hours a week of instruction for 30 weeks) *a minimum of 5 to 18 years* to reach Level 3 proficiency in the very best of circumstances. Naturally, it would take even longer for low- or average-aptitude learners in less than ideal language learning situations, especially if they were exposed to the foreign language less than five hours a week.

Survey results suggest that in the responding schools, students do *not* receive foreign language exposure that is sufficient to enable them to reach Level 3 proficiency, no matter how good the teachers or the instruction. In the responding schools, most students appeared to receive relatively short-term foreign language instruction; and for those few students who receive longer-term instruction bridging elementary and secondary schools, the likelihood is that this instruction is inadequately coordinated across levels. The current survey results make it easier to understand Liskin-Gasparro's (1982) disturbing finding that high school Spanish students, some of whom had studied Spanish for four years, were typically rated at Level 0 or 0+, reflecting *no functional ability to use the language for communication.* In still another investigation, even college foreign language majors after almost four years of language study were generally found to reach only Level 2 or 2+, at which speakers are able to handle conversations about concrete topics (Carroll, 1967).

Slighting of Some Important World Languages. Not only do the survey results imply insufficient foreign language exposure, they also reveal that some major world languages are almost completely ignored in U.S. elementary and secondary schools. The most commonly taught languages are Spanish, French, German, and Latin, the first three of which are major world languages;

See FOREIGN LANGUAGE INSTRUCTION, p. 7

but other major world languages are seriously slighted. For example, Russian, Chinese, Japanese, and Arabic--some of the world's most important languages in terms of politics, economics, technology, geography, population, and military power--were reported as rarely taught in the responding schools. Although respondents did not cite the deemphasis of these key languages as a major problem, the United States ignores these major world languages at everyone's peril, including its own.

In contrast, in countries where Russian, Chinese, Japanese, or Arabic are spoken natively, students receive extensive exposure to English and other foreign languages, often starting in elementary grades and continuing for 10 years or more. Some of these nations, notably China, Japan, and Middle Eastern countries, actively recruit native English speakers to teach English in schools and universities, while the United States has no explicit native-speaker recruitment policy.

Scarce Resources and Dangerous Misconceptions. The two major issues just noted, inadequate foreign language exposure and deemphasis of several crucial languages, can be at least partially explained by scarcity of instructional resources. Scarcity of resources is also reflected in problems that survey respondents raised directly. For example, shortages of foreign language funds, teachers, and materials; poor articulation between elementary and secondary programs; and inadequate in-service training, testing, and counseling are all problems that relate in some way to resource-allocation decisions made by governments at all levels, schools and school districts, and (for materials) even publishers.

However, resource allocation does not operate in a vacuum; it usually reflects an underlying belief system. Three misconceptions appear to hold sway in U.S. foreign language education. First, foreign languages are optional academic frills rather than essential tools for communication. Second, Americans need not learn other languages, and the United States can afford to remain linguistically isolated as a nation. Third, the rest of the world's population is obliged to learn English to communicate with Americans. Before U.S. foreign language education will improve and the available resources will increase, these erroneous beliefs must be eradicated.

Action Plan

The survey results, placed in their broader context, prompt six general recommendations--the core of an action plan for improving U.S. foreign language education.

1. Start foreign language instruction in the elementary grades, and continue instruction in the same language until an acceptable level of proficiency is reached.

2. Expand foreign language offerings by: first, offering more intensive foreign language programs, including immersion programs at both elementary and secondary offerings of major world languages, including those that have not yet been emphasized.

3. Train more foreign language teachers (especially at the elementary level) and continue to improve their skills. Steps include recruiting more foreign language teachers; ensuring that they are proficient in the foreign languages they teach; developing guidelines for elementary foreign language teaching certification; and providing foreign language teachers with appropriate in-service training on language teaching techniques.

4. Encourage the development and use of high-quality language teaching materials.

5. Develop coherent local plans for foreign language instructional articulation between elementary and secondary schools.

6. To accomplish these goals, substantially increase funding by tapping present sources and finding new sources, such as international corporations and state-local matching funds.

NOTES

1. The Center for Language Education and Research (CLEAR) is a multi-year project funded under Contract No. 400-85-1010 by the U.S. Department of Education. CLEAR involves a consortium of organizations, including the University of California at Los Angeles, the Center for Applied Linguistics, Yale University, Harvard University, and the University of California at Santa Barbara. This article reflects the opinions of the authors and not necessarily the opinions of CLEAR or of the Department of Education. The authors express thanks to WESTAT, Market Facts, CEIS/CCSSO, and the Office of Management and Budget for their helpful contributions.

2. Proficiency levels refer to language proficiency rating scales, as described by Omaggio (1986) and Liskin-Gasparro (1982). Levels 0 through 5 are used in the federal government (Foreign Service Institute) scale, while levels such as Novice, Intermediate, Advanced, and so on, are used in the academic (ACTFL/ETS) verbal-descriptive scale. The scales are directly linked to each other. Since all the research cited here used the numerical scale, it is reported in that way.

3. Although differences might exist in language learning rates of adults and children, Liskin-Gasparro's adult-related figures give at least a rough estimate of the exposure time needed to reach proficiency in a formal learning environment. Oxford (1982) discusses advantages of various age groups in foreign language learning.

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